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ABSTRACT

This training package, including both a facilitator manual and a participant manual, presents information in four modules to teach self-advocacy skills to Guam individuals with disabilities and their families. Module 1 provides information on the definition of advocacy and self-advocacy, cultural influences that affect advocacy in Guam, and the needs of individuals with disabilities. Module 2 discusses legal rights and entitlements for consumers with disabilities. Module 3 describes expectations and goals for services for persons with disabilities, including information on service providers and support services. Module 3 also covers values that promote/support appropriate services and natural supports to self-advocacy. Module 4 explains methods of advocacy and effective strategies, including information on building self-confidence, developing problem-solving skills, developing effective communication and interpersonal relationships, and using the legal system to solve problems. Module 5 provides information on services and resources for consumers with disabilities that are currently available on Guam. The participant manual is in a workbook format. Information summary sheets that can be used as masters for overhead transparencies are included, and a group work section gives the Facilitator information on group dynamics, outcomes, and discussion questions. (Contains 13 references.) (CR)

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Consumer Self Advocacy

A Training Program for Individuals with Disabilities and Their Families

FACILITATOR MANUAL

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Prepared by Velma A. Sablan
Guam University Affiliated Program
Revised: March 30, 1996

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Developed in cooperation with the Guam Developmental Disabilities Council

Consumer Self Advocacy

A Training Program for Individuals with Disabilities and Their Families

Facilitator Manual

Prepared by Velma A. Sablan
Guam University Affiliated Program
Revised: March 30, 1996

Consumer Self Advocacy

A Training Program for Individuals with Diabilities and Their Families

Facilitator Manual

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WORKSHOP EVALUATION FORM

Consumer Self Advocacy

A Training Program for Individuals with Disabilities and Their Families

I. Introduction

The need for adults with disabilities, or parents who act on behalf of their children with disabilities, to develop skills in advocating for their right for equal treatment in society is essential. Consumers with disabilities should be treated with the same dignity and respect as any other member of the community. Unfortunately, there is still a large segment of society who continue to preceive them as "weak, scary, and weird." Consumers with disabilities need to learn how to advocate on behalf of themselves. The primary goal of this program is to increase and support self-advocacy skills for individuals with disabilities, their families. and service providers for individuals with disabilities on Guam. By completing this program, participants will develop effective strategies to promote self advocacy skills within a locally referenced Pacific island framework.

GOAL OF THE PROGRAM: To develop knowledge and skills that will assist consumers with disabilities speak out on behalf of themselves and take charge of what they want to do.

The training materials include a *Facilitator Manual*, as well as a *Participant Manual* designed to provide the trainer/facilitator with all the information and instructional tools necesary to successfully conduct the program. The training session is organized for a one day, eight hour workshop. The content of the program reflects the information collected from focus groups that included: individuals with disabilities, their families, as well as representatives from advocacy groups and support programs, insuring a strong consumer focus. In working meetings, the group identified issues, values, and perceptions of advocacy and self advocacy on Guam which assisted in the development of essential topics included in the program structure.

The program contains five modules that are tailored to be conducted within a one to two hour timeframe. Topics within each module include: definitions of advocacy and self advocacy, both from a traditional and locally defined persepective; a review of the legal rights of the disabled; the legislation that provide for these entitlements and responsibilities; a presentation on the expectations and goals for services for persons with disabilities; methods and strategies that promote self advocacy skills; and advocacy support services available on Guam.

II. Organization of the Program

A. The Program

The training materials include:

(1) a *Facilitator Manual* which specifies the goal for each module that is clearly stated in a highlighted box. The program is organized into five (5) training modules and includes time allocations. The Trainers's Presentation Outline gives step by step instructions on the training format, materials, and other information in using visual aides, setting up cooperative group sessions, and using questioning strategies to elicit interactive discussion with participants.

(2) a *Participant Manual* which allows participants to take notes and give written feedback on presentations within modules. The Manual also serves as a method for Trainers to check for participant understanding, address individual questions and concerns, and to evaluate the effectiveness of each module within the program.

(3) an *Overheads* section contains the slides for the program keyed to both the *Facilitator's Manual* and the *Participant's Manual* for easy access and reference.

(4) a *Group Work* section gives the Facilitator information on group dynamics, outcomes, and questions for further discussion.

B. Preparation for Training

1. **The Training Site:**

- Make arrangements for an appropriate training location with chalkboard or white board, writing surfaces, adequate chairs, and sufficient space for both large and small group work.
- Plan ahead for any special accommodations required for participants with disabilities (aisle space for wheelchairs, translators, or other special needs)
- Arrive early to prepare the room (test equipment, lighting, ventilation)

2. **The Training Material:**

- Be sure there are sufficient number of Participant Manuals
- Have extra pencils and pens
- Chalkboard and chalk or white-board with erasable markers and board erasers available
- Flip chart and markers

• Review the Training Material ahead of time. Ask for assistance if words or presentation structure is unclear. Be thoroughly familiar with the program and the symbol guides that tell when transparencies, group work, or interactive sessions are to take place.
•The procedure for developing module goals are written so that the Trainer can prepare for specific activities and discussions. Symbols cue the Trainer to various formats. The meaning of each symbol is as follows:

Key

• = Main point of emphasis in the module
∑ = Cooperative group activity
Ω = Overhead projection slide to be presented
§ = Interactive discussion to be initiated by the instructor with participants giving oral or written feedback
√ = Checking for group understanding

e.g the symbols § Ω1-3 indicates an interactive session with the use of overhead transparency 1-3.

3. **The Training Facilitator:**

•Dress comfortably
•Maintain a positive, supportive attitude throughout the session.
•Control the discussions so that both you and the participants are doing the talking. Keep interactive sessions interactive!

C. Your Presentation Style

Because this is a one day workshop with quite a bit of information to cover, it is important that in addition to famliarizing yourself with the program material, you "build connections" by letting participants share their own life experiences through discussions and group exercises. Both trainer and participants bring their own personality, teaching preferences, learning style, and human experiences to the training session, these are rich additions to the training, however watch timing! Do not get caught up in a discussion or allow any one participant to dominate a discussion so that the group loses track of time and does not fully complete the goal

of the module. Bring the material to life through your own presentation style. Your own enjoyment in presenting the workshop content will have the same effect on participants.

D. Time Allocations:

The following is a suggested format for the one day workshop:

8:00-9:00	Module One	-	1 hour
9:00-10:00	Module Two	-	1 hour
	Break		**5 minutes**
10:05-11:05	Module Three	-	1 hour
11:05-12:05	Module Four	-	1 hour
	Lunch Break		**1 hour**
1:00-3:00	Module Four	-	2 hours
	Break		**5 minutes**
3:05-4:05	Module Four	-	1 hour
4:05-5:05	Module Five	-	1 hour

E. Evaluation of the Workshop

At the end of the workshop, be sure to have participants evaluate the training by having them complete the evaluation form that is in the last section of the program. Be sure to photocopy sufficient number of forms for the participants.

MODULE ONE:

Hafa Kumeke'ilek-ta

Advocacy and Self Advocacy: Definitions, Cultural Influences and Need of Individuals with Disabilities

Module One

Hafa Kumeke'ilek-ta
Advocacy and Self Advocacy:
Definitions, Cultural Influences, and
Needs of Consumers with Disabilities
(1 HOUR)

GOAL OF MODULE ONE: To review definitions of advocacy and self advocacy while giving participants an opportunity to discuss cultural influences that affect advocacy and the advocacy needs of the consumers with disabilities on Guam.

TRAINER PRESENTATION OUTLINE

This is the actual presentation outline to be used by the trainer. Directions for the trainer appear in large bold text throughout the Manual

Ω 1-1 Introduction to the Workshop and Participants

Welcome participants to the training. Distribute copies of the Participant Manuals. Encourage participants to begin using them. Introduce yourself and then have each participant introduce themselves.

Ω 1-2 Orientation

- This workshop, *Consumer Self Advocacy*, is designed to provide essential knowledge and skills necessary for consumers and families to be effective self advocates.

Ask participants to write one thing in their Manuals they would like to learn from the workshop

§ Ω 1-3 Definitions of Advocacy

- What does advocacy mean to you?

To encourage interactive discussion, allow participants to give their ideas on what they feel advocacy means. Write key words and phrases on the board that they use in their descriptions i.e. "help " "support" etc.

After several descriptions, acknowledge that advocacy can mean many things to people, so a unified definition is needed.

Ω 1-4

- Advocacy means:

  -bringing together many ideas, solutions, resources, tasks, and action in the effort to resolve a problem.

  -knowing what rights are and helping consumers with disabilities get their rights.

  -building confidence so that consumers with disabilities can help themselves

State that in addition to understanding what advocacy means, it is important to understand what advocacy requires

Requirements of Advocacy

Ω 1-5

- Advocacy requires:

  -that consumers with disabilties be provided with the necessary tools for appropriate decisions and actions.

  -that problems are analyzed and consumers with disabilities are involved in identifying areas of responsibility in problem solving.

Ask, "So how is advocacy different from self advocacy?" Allow participants to respond before presenting the next slide.

§ Ω 1-6 Difference Between Advocacy and Self Advocacy

- How is advocacy different from self advocacy?

  Advocacy describes the action of speaking out and supporting a cause. Self advocacy means speaking out <u>on behalf of yourself</u> and taking charge of what you want to do.

Σ-1 Group Activity: Shared Views of Advocates and Self Advocates

Tell the participants that in order to experience the difference between advocates and self advocates they are going to do a group activity. Divide participants into two groups. Have one group represent a group of advocates and the other a group of self advocates. Each group will discuss three things they would do to take action against the restaurant. using page 1-3 of their manual.

Ω 1-7 A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accomodate the wheelchair and was advised to make dinner reservations elsewhere.

Give the groups 10 minutes to develop a plan. Refer to Σ1-7 under *Group Work*

§ Cultural Influences That Affect Self Advocacy

Read each Chamoru word/phrase and discuss how each attitude influences self advocacy. If there are other ethnic groups represented, encourage them to share how their cultures may have equivalent concepts that influence self advocacy.

Ω 1-8 What are cultural influences/attitudes that affect self advocacy in Guam?

•*i'manna'mase'*	pitiful ones
•*kastigonYu'os*	God's punishment
•*manaibali*	to have no value; useless
•*ti empottante para imaninusente*	it's not important for the pitiful innocent ones
•*manmama'hlao*	shameful or to have shame
• *tai'mamahlao*	have no shame
•*polu sa' siha mas tumungo'*	only authorities know what is best for everyone and are not to be challenged in their decisions and actions or inactions
•*Otro siña?*	Are there others?

Ask "What other ideas and beliefs in the Chamoru (or other culture) affect self advocacy? Focus on the attitudes which keep consumers from becoming advocates because of their fear or shame of being perceived as pushy or retaliatory.

Write these concepts and beliefs on the flip chart and keep them displayed throughout the workshop session.To tear down these cultural attitudes, consumers with disabilities must be empowered. Go through Ω1-9 to 1-13. Read each exactly as it appears. Stop to answer questions when necessary.

Ω 1-9 Consumers with disabilities become empowered when:

•They learn advocacy skills that will lead to self-determination and provide opportunities to advocate for themselves in the schools, community, and for job opportunties;

Ω 1-10

•They learn skills to advocate for enlightened self-interest while respecting the rights of others;

Ω 1-11

•They are provided with support, effective education, information, and opportunties , especially at the local level, that are effective for all families, including culturally diverse and typically underrepresented consumer groups with disabilities:

Ω 1-12

•They impact policy and practice by promoting partnerships and links with other parent advocacy groups, including nondisability groups;

Ω 1-13

•They provide opportunities for individuals to learn from each other in the policy decision-making process;

√ 1-14 Checking for Understanding

To conclude Module One, and introduce Module Two, ask participants to complete the Test of Self Advocacy. on page 1-7 and 1-8 of their Manuals. Participants will check this test at the end of Module Two.

MODULE TWO:

I Lain i Tano'

Legal Rights and Entitlements for Consumers with Disabilities

Module Two

I Lain i Tano'

Legal Rights and Entitlements for Consumers with Disabilities

(1 HOUR)

GOAL OF MODULE TWO: To give an overview of the laws that guarantee the legal rights, entitlements, and responsibilities of disabled consumers, including the right of due process and equal protection.

TRAINER PRESENTATION OUTLINE

Explain to participants, now that we have a sharper definition of self advocacy, it is important to understand the rights and entitlements of the consumer with disabilities and the laws that provide for these rights.

Read the Basic Rights of Persons with Disabilities exactly as it appears.

Ω 2-1 Basic Rights of Persons with Disabilities

- The Right to an Education
- The Right to be Informed of Your Rights-Equal Protection
- The Right to Advocacy
- The Right to an Individual Program, Plan of Care, or Education Plan
- The Right to Trained Qualified Staff
- The Right of Access to Records
- The Right to Access All Public Buildings
- The Right to Appeal Decisions-Due Process
- The Right to Freedom and Involuntary Servitude
- The Right to Accurate Assessment of Needs and Abilities
- The Right to Payment for Care
- The Right to Equal and Fair Housing
- The Right to Equal Opporunity in Employment

∑-2 Group Activity: Violation of the Rights of Individuals with Disabilities

Divide the participants into groups of 4 to 5. Have them open to page 2-2 of their Manuals . Each group member will take turns reading the description of each Right. Next, the group will think of an example of a violation of the Right. Encourage them to think of local examples. Give the groups 15 minutes for this activity. Refer to ∑-2 under *Group Work*.

Ω 2-2 Group Activity

- Divide into groups
- Turn to page 2-2 of Participant Manual
- Take turns reading each Right
- Think of examples of a violation of that right
- Do group sharing

The Rights of the disabled consumer are provided in a number of federal and local laws. It is important that participants review some of these laws. Have the participants do the Matching Game on page 2-8 of their Manuals <u>while</u> each law is read. Participants are to match the law to the description. Encourage participants to raise questions and/or take notes. during this activity.

Ω 2-3 Specific Legal Rights- Section 504, Rehabilitation Act of 1973

- **Section 504, Rehabilitation Act of 1973 (PL 93-122)** requires any public or private building or service that uses public tax dollars to be accessible to citizens with disabilities. Service must be made available and physical barriers must be eliminated. All public transportation must provide for people with disabilities. Examples of accessible facilities include lowered telephones and water fountains, building ramps, braille and picture signs, convenient bus seating, and wide entries to restrooms. Covered under this act are any post-secondary education, training, and employment programs (including colleges and universities) that receive federal funds. Students cannot be excluded from programs because of physical barriers or the absence of auxiliary aids.

Ω 2-4 The Americans with Disabilities Act (ADA) (PL 101-336)

- **The Americans with Disabilities Act (ADA) (PL 101-336)**. This new law prohibits discrimination against adults and children with disabilities in employment, public services, public accommodations, and transportation, and provides for telecommunication relay services. The law requires that auxiliary aids and services be provided for individuals to have an equal opportunity to participate in the community. In addition, physical barriers must be removed or alternative access provided. In essence, this legislation opens all public buildings and programs to individuals with disabilities and promotes unlimited community integration opportunities. Private clubs and religious organizations are exempt from these requirements and there is language in the law to avoid "undue burdens" to businesses as they comply with the law.

Ω 2-5 Education of All Handicapped Children Act (PL 94-142)

•**Education of All Handicapped Children Act (PL 94-142)** Establishes the right of all children to a free appropriate public education. It requires that education be provided with related services in the least restrictive environment appropriate for each child as specified in the child's individualized education plan (IEP), which must be written with the involvement and consent of parents. Due process rights are included in this law.

Ω 2-6 Individuals with Disabilities Education Act (IDEA) (PL 101-476)

•**Individuals with Disabilities Education Act (IDEA) (PL 101-476)**. Expands and redefines the concept of transition to include a definite outcomes-oriented process that promotes movement from school to post -school activities. The coordinated set of activities must be based on the individual's needs, taking into account the student's preferences and interests. Activities include instruction, community experiences, the development of employment and other post-school living objectives, and when appropriate, acquisition of daily living skills and a functional vocational evaluation. Transition planning is to begin no later than 16 years of age.

Ω 2-7 The Developmental Disabilities Assistance and Bill of Rights Act (PL 100-146)

•**The Developmental Disabilities Assistance and Bill of Rights Act (PL 100-146)**. This Act and its amendments defines developmental disabilities and required services. Included is a requirement that every state have a council to plan and advocate for, and to monitor the delivery of services, to people with developmental disabilities (Developmental Disabilities Council) and a protection and advocacy system (P & A). There are many problems that may be dealt with by such a system including employment discrimination, the right to education, transportation and building accessibility, guardianship, adult protective services, and relocation of people from institutions. This Act includes a listing of rights primarily dealing wi treatment and services for people with developmental disabilities

Ω 2-8 1986 Amendments (PL 99-457) Part B (Section 619)

•**1986 Amendments (PL 99-457) Part B (Section 619)**. Carries the guarantees under PL 94-142 down to children from ages 3 - 5 years. As with 94-142, the local school districts have authority for implementing this law.

Ω 2-9 1986 Amendments (PL 99-457) Part H

•**1986 Amendments (PL 99-457) Part H**. Outlines services for infants and toddlers from birth to age three. There are some major differences from the requirements for children 3 - 21 years of age, including an individualized plan for the family (not just for the child) and mandated case management services.

Ω 2-10 1983 Amendment PL 98-199

•**1983 Amendment PL 98-199**. Provides for secondary education and transition services for youth aged 12-22 years with disabilities. This legislation provides training and technical assistance to school districts on planning to help adolescents move from school to work settings.

Ω 2-11 The Civil Rights Restoration Act of 1987 (PL 100-259)

•**The Civil Rights Restoration Act of 1987 (PL 100-259)** makes clear that the intent of Congress in Section 504 of the Rehabilitation Act was to cover institutions receiving federal assistance, not merely programs.

Ω 2-12 Air Carrier Accessibility Act (PL 99-435)

•**Air Carrier Accessibility Act (PL 99-435)** Prohibits discrimination on the basis of physical disability for individuals traveling on commercial airlines. Regulations include provisions for priority storage space for equipment (such as wheelchairs), and free attendant travel if that attendant is required to enable the person with a disability to travel.

Ω 2-13 Voter Accessibility Act (42 USCS, 1973ee)

•**Voter Accessibility Act (42 USCS, 1973ee)** Requires that all polling places for elections that include federal candidates be accessible.

Ω 2-14 Technology Related Assistance to Individuals with Disabilities (PL 100-407)

•**Technology Related Assistance to Individuals with Disabilities (PL 100-407)** Provides grant funds to states to develop consumer-responsive, state-wide programs that promote the availability of assistive technology for individuals of all ages with all types of disabilities.

√ 2-15 Checking for Understanding

After the laws have been read and reviewed, check the Matching Game. Then, have the participants turn to page 1-4 and 1-5. to correct their Self Advocacy Test using the answer key on page 2-9 of their manuals. Discuss items that were missed .

5 MINUTE BREAK

MODULE THREE:

Hafa Siha Para Ta Chogue Yan i Che cho' Siha

Expectations and Goals for Services for Consumers with Disabilities

Module Three

Hafa Siha Para Ta Chogue Yan I Che cho' Siha
Expectations and Goals for Services for Persons with Disabilities
(1 HOUR)

GOAL OF MODULE THREE: To understand the expectations and goals for services for consumers with disabilities, including advocacy myths, natural supports, and values the promote appropriate service

TRAINER PRESENTATION OUTLINE

Service providers or support services for consumers with disabilities sometimes function in a way that fosters dependency rather than independency. This works against a consumer's effort to become a self advocate.

Ω 3-1 Who are service providers or support services?

Service providers or support services could include board of directors, councils, advisory boards, task forces, committees, sub-committees, leadership trainers, conference organizers, workshop organizers, chapters, advocacy groups, village associations, or other local or national groups

∑-3 Divide participants into groups of 5 or 6. After reviewing Ω 3-1, have groups do the activity on page 3-2 of their Manuals. Give them 15 to 20 minutes then bring them back together and share the results. Refer to ∑-3 under *Group Work*.

When service providers advocate for consumers with disabilities, their efforts may work against the goals of self advocacy. Myths surround issues of advocacy. Read each advocacy myth on Ω 3-2 and Ω 3-3, then have participants tell how the myth can lead to problems for both consumers with disabilities and service providers. Have them use page 3-3 of their Manuals <u>during</u> the discussion.

§ Ω 3-2 Advocacy Myths

- Advocacy is taking over for consumers with disabilities and making all decisions for them.
- Advocacy means reinforcing feelings of helplessness and dependency.
- Advocacy means keeping consumers uninformed about their rights, making them rely on the service for everything.
- Advocacy means discouraging consumers with disabilities from becoming actively involved.
- Advocacy means making excuses for unavailability or inadequacy of services.
- Advocacy means controlling consumers with disabilities
- Advocacy means accepting the status quo when legislation is not implemented.

§ Ω 3-3 More Advocacy Myths

- Advocacy means seeking individual solutions to group problems.
- Advocacy means denying the existence of problems that are reported.
- Advocacy means filing a lawsuit as a first approach to a problem.
- Advocacy means interceding on behalf of consumers who can help themselves.
- Advocacy means ignoring appropriate channels when trying to get services.

When service providers and support services understand the values that benefit consumers with disabilities, effective and appropriate services increase. Discuss some of these values and how they impact consumers.

§ Have participants turn to page 3-4 of their Manuals and have them describe in their own words what these values mean to them, focus on the words that are in bold type.

§ Ω 3-4 Values That Promote/Support Appropriate Services

- Consumers with disabilities must have a **meaningful voice** in their own affairs and in all decisions made on their behalf as citizens.
- Consumers with disabilities have the **right to make choices** in all areas of their lives.
- Consumers with disabilities must feel **free to express their views** and be given the opportunity to communicate in whatever form they choose.

§ Ω 3-5 Values That Promote/Support Appropriate Services

- Consumers with disabilities are entitled to the supports they need to assure their **full participation in any decision-making.**
- Consumers with disabilities **are equal** and have the same legal and human rights as everyone else.
- Consumers with disabilities should be **treated with respect and dignity.**

Finding support among people and agencies who can advocate and support consumers with disabilities are often individuals or agencies that the consumer already knows or has used. These individuals and agencies are "natural supports" to the consumer self advocate.

Consumers have argued that there are often too many professionals in their lives already who are support persons. The addition of new individuals or agencies can be confusing and difficult, when natural supports already exist.

Ω 3-6 Natural Supports to Self Advocacy: PEOPLE

People who consumers already know and can provide support:

- relative
- friend
- partner
- spouse
- advocate
- sibling
- peer
- neighbor
- volunteer
- paid staff person

Ω 3-7 Natural Supports to Self Advocacy: AGENCIES

- DVR
- Client Assistance Program
- The Protection and Advocacy for Individual Rights Program
- Banks
- Guam Police Dept.
- Attorney General's Office
- Guam Advocacy Office
- The Protection and Advocacy for Assistive Technology Program

Ω 3-8 Natural Supports to Self Advocacy: AGENCIES

- Village Church/Ministries
- Village Mayor's Office
- Dept. of Education
- Protection and Advocacy for Persons with Developmental Disabilities
- Guam Memorial Hospital
- Other (specify)

This next activity helps consumers identity who these natural supports can be in their context. Have participants turn to page 3-7 and 3-8 and have them complete the *Circles of Natural Support* chart.

√ 3-9 Checking for Understanding

Using their Manuals, have each participant select one service provider and have them briefly share with the group how this provider demonstrates an important value for consumers with disabilities and acts as a natural support.

MODULE FOUR:

Hafa Taimanu Macho'gue-na i Che'cho Inayudu

Methods of Advocacy and Effective Strategies

Module Four

Hafa Taimanu Macho'gue-na I Che'cho Inayudu
Methods of Advocacy and Effective Strategies
(4 HOURS)

GOAL OF MODULE FOUR- PART I (1 hour): To understand the emotional roller coaster when self advocacy becomes necessary and creating a vision and a mission for effective self advocacy.

TRAINER PRESENTATION OUTLINE

Before getting started on a discussion of methods for effective self advocacy, participants need to know the emotional process that tends to take place when a person with a disability has been treated unfairly.

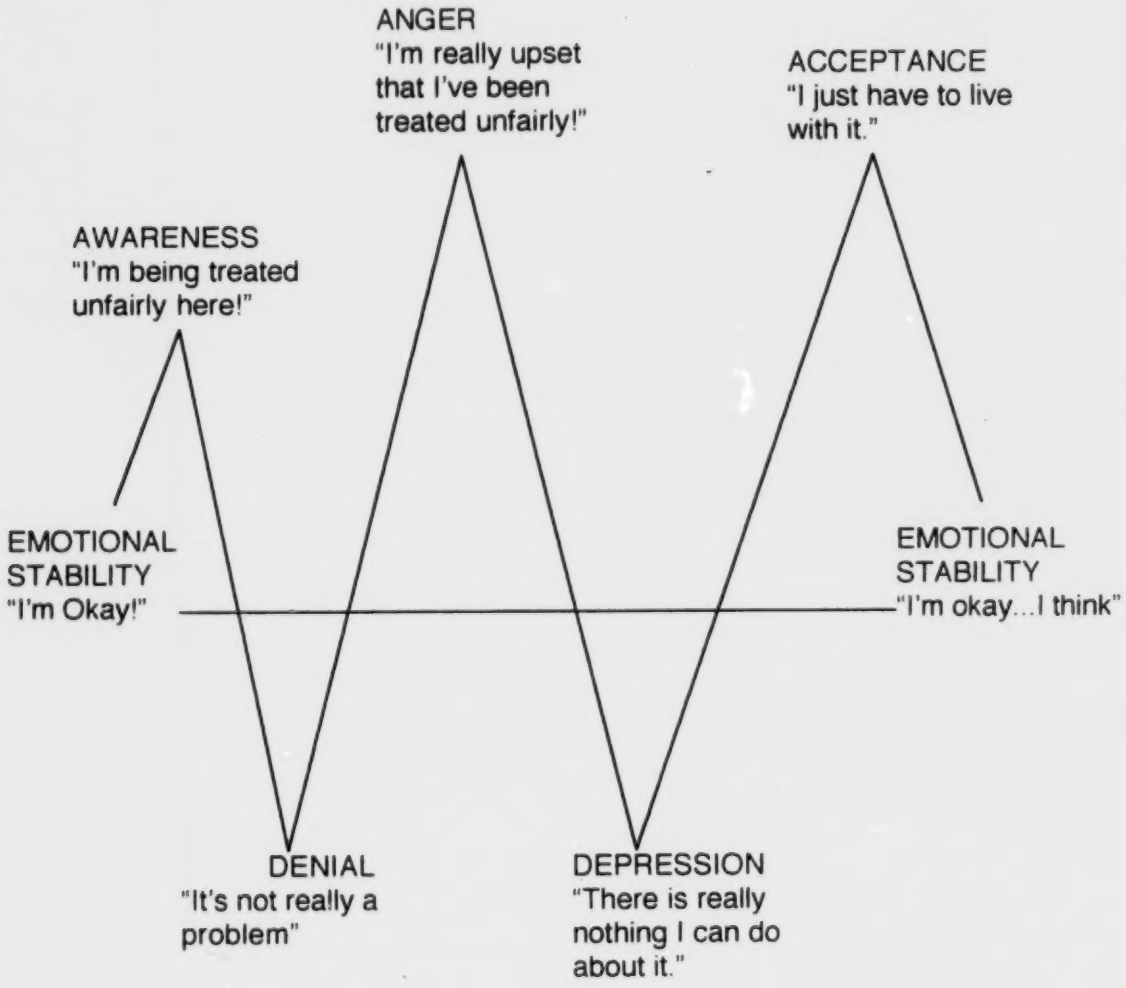
§ The Emotional Roller Coaster: Unfairness and No Action

Have participants turn to page 4-1 of their Manuals. Have them follow the emotional roller coaster with their pencil as each phase is read.

•EMOTIONAL STABILITY	Generally you move along in your day to day life with a sense that "I'm okay"
•AWARENESS	When trauma occurs to upset that stability (denied a access because of disability) you become aware of feelings that are triggered by this trauma, "I've been treated unfairly here!" Then our emotions plunge.
•DENIAL	When we are "zapped" by this trauma of being treated unfairly, we react by denying that a problem exists. "It's not a problem." Soon it starts to really sink in that the treatment was in fact unfair. Your temper rises.
•ANGER	When it starts to sink in you become mad. "I'm really upset that I've been treated unfairly!" When you feel nothing can be done your emotions take another plunge.

•DEPRESSION	You feel helpless. "There is really nothing I can do about it." Soon we learn to accept the situation.
•ACCEPTANCE	You accept the situation. Over time, you return to emotional stability but the stability is doubtful because you don't know when trauma is going to happen again.

THE EMOTIONAL ROLLER COASTER WHEN TREATED UNFAIRLY



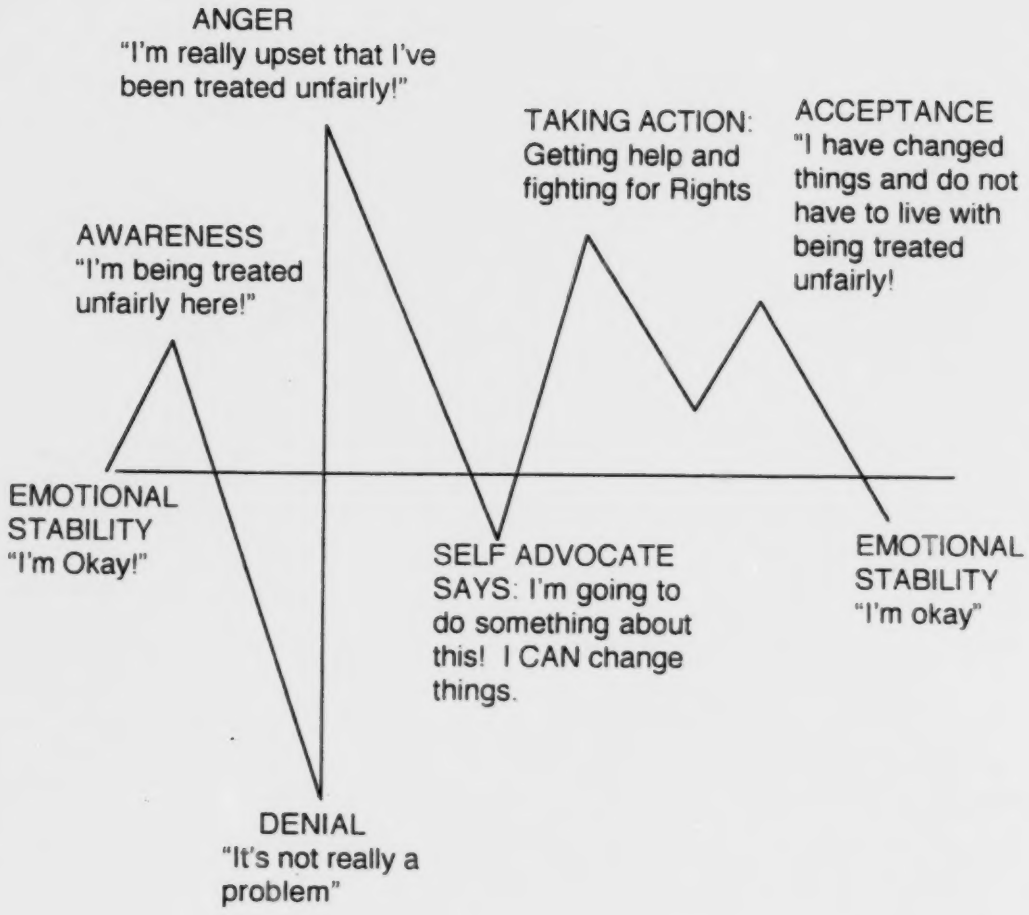
What happens when a person with disabilities takes action by advocating for him/herself? Have participants turn to page 4-2 of their Manuals and again trace the emotional roller coaster.

§ The Emotional Roller Coaster: Unfairness and Self Advocacy

•EMOTIONAL STABILITY	Everything is moving along okay in daily life
•AWARNESS	The person becomes aware of unfair treatment
•DENIAL	Rejection of the existence of a problem as the initial response to unfairness occurs
•ANGER	Emotional upset when it sinks in that an injustice has been done
•SELF ADVOCACY	Feelings of helplessness is avoided. Person takes charge of the problem. Skills in self advocacy empowers the individual as there is a sense of taking control "I 'm going to do something about this! I CAN change things."
•TAKING ACTION	The self advocate gets support from natural supports, e.g. advocacy groups, and fights for equal and fair treatment.
•ACCEPTANCE	Person feels empowered as he/she accepts the fact situations can be changed and one does not have to live with unfair treatment. "I have changed things and do not have to live with being treated unfairly!"
•EMOTIONAL STABILITY	Everything returns to stability. There is no doubt that trauma may occur but now the person feels like if unfairness occurs again, there assurance in knowing that it can be dealt with. Stability is firm.

Have participants compare the two roller coasters and discuss other ways that they differ. Emphasize that developing skills in self advocacy is EMPOWERING when a person with disabilities is faced with the emotional trauma of unfair treatment.

THE EMOTIONAL ROLLER COASTER: UNFAIRNESS AND SELF ADVOCACY


ANGER
"I'm really upset that I've been treated unfairly!"
TAKING ACTION: Getting help and fighting for Rights
ACCEPTANCE
"I have changed things and do not have to live with being treated unfairly!
AWARENESS
"I'm being treated unfairly here!"
EMOTIONAL STABILITY
"I'm Okay!"
SELF ADVOCATE SAYS: I'm going to do something about this! I CAN change things.
EMOTIONAL STABILITY
"I'm okay"
DENIAL
"It's not really a problem"

Understanding the feelings that occur when treated unfairly and how self advocacy can make changes is an important first step. Creating a vision of an effective self advocate is the next step.

Ω 4-1 Creating a Vision & Mission of Effective Self Advocacy

To create a vision of a successful self advocate, we must:

1. Develop a vision of the skills needed to be an effective self advocate. This will become the road map for getting there.
2. Get excited and involved in the process of creating a vision of what it will feel like to be an effective self advocate.
3. The vision of being an effective self advocate will create order in reaching the vision
4. As skills are learned and practiced, the vision becomes real and it will help us become more confident and trusting in reaching the vision
5. By sharing a vision of an effective self advocate, we provide the criteria for successfully reaching our goal.

After this presenation, have the participants brainstorm the skills needed to become a self advocate. List these on the flip chart as participants state them. Develop a mission statement for becoming a self advocate with the group. The list on the flip chart will reflect skills presented in the next slide. Ties these together to introduce the skills are needed to become a successful self advocate.

Ω 4-2 Skills Needed for Self Advocates

- Self Confidence
- Effective Communication and Interpersonal Skills
- Networking
- Developing Problem Solving Skills
- Preparing for and Participating in Group Meetings
- Knowing When and How to Use Mediation
- Knowing How to Use the Legal System
- Managing Stress When The Need Arises

Tell the Participants that each of these basic skills in self advocacy will be described. They will be given an opportunity to practice them.

LUNCH BREAK

GOAL OF MODULE FOUR-PART II (2 hours): To develop skills in developing self confidence, problem solving, and in understanding the cultural signals in communication among Pacific islanders. It will also review non-assertiveness, aggressiveness, and assertiveness in effective communication.

TRAINER PRESENTATION OUTLINE

Have participants turn to page 4-4 of their Manuals. After reviewing Ω 4-3 and Ω 4-4 to insure that the words have been understood, have them circle the words in their Manuals that they would use to describe themselves.

§ **Ω 4-3 & Ω 4-4** Developing Self Confidence

- What words do YOU use to describe yourself?

adaptable	easy	lazy	stupid
argumentative	effective	motivator	silly
assertive	edgy	mean	smart
attentive	embarrassed	merciful	supportive
anxious	friendly	merry	talented
angry	forceful	needy	tough
bright	frightened	neat	terrible
bossy	ferocious	negligient	useful
calm	groaner	orderly	useless
confrontive	good-natured	obstinate	verbal
cool	happy	people-oriented	vicious
confused	horrible	perfectionistic	wasteful
demanding	independent	pushy	wonderful
dependable	ignorant	quick	whiner
distant	kind	quarrelsome	youthful
determined	killjoy	respectful	yeller
dumb	loyal	resentful	zany
dutiful	loser	reliable	zero

Then ask how many positive words did they use? How many negative? If more positive words were used, the person has good self confidence. If more negative words were used, the person has a much lower self confidence.

Ω 4-5 Keys to Building Self Confidence

- Start replacing negative thoughts about yourself with positive thoughts
- Don't depend on others to convince you how good you are
- Tell yourself that you are a good person-Convince yourself!
- Spend more time with people who give you good strokes about yourself
- Limit your time with people who give you negative strokes

Feeling confident is an important part of self advocacy. Recognizing that you have problem, such as being treated unfairly in the home or in the community, is also essential. The problem may be small, such as, knowing how to contact someone or large, like how to get support for a violation of your rights. The process of solving a problem is a skill that self advocates need to learn.

Ω 4-6 Developing Problem Solving Skills

1. Have a clear understanding of the problem - Write it down.
2. Know your rights - review the laws that gurantee fair treatment.
3. Get help from others who have information and can provide support.
4. Write down what you want to see happen step by step.
5. Get moral support from a friend or an advocacy group.
6. Take action.

Successful communication is another key skill to develop in becoming an effective self advocate. When working in a group of people who come from many different cultures, like we have on Guam, it is important to respect everyone's personal style and cultural ways of doing things.

Ω 4-7 Effective Communication & Interpersonal Relationships: Non-verbal Pacific Island Signals

In most Pacific island cultures, non-verbal communication is very powerful. Communication can be lively or come to a quick halt by the use or misuse of non-verbal signals. It is important to understand the use of 5 key non-verbal communicators in Pacific island cultures.

Ω 4-8 Non-verbal Pacific Island Communication Signals

1. EYES
2. EYEBROWS
3. USE OF SILENCE
4. HAND GESTURES
5. USE OF FACIAL EXPRESSIONS

Ω 4-9 Non-verbal Communicators in Pacific Island Cultures: EYES

•EYES - In many Pacific island cultures, the use of the eyes is very powerful. It is not unusual for Pacific islanders to look away when you are talking to them. It does not mean that they are disinterested or are not listening. It often means they respect what you are saying and who you are, especially if you are an older person. Never force a Pacific islander to look at you straight in they eyes when you or they are talking. This will only end the conversation.

Ω 4-10 Non-verbal Communicators in Pacific Island Cultures: EYEBROWS

•EYEBROWS - Eyebrows communicate messages in Pacific island cultures! When a listener raises his/her eyebrows when someone else is talking it often means the person agrees with you, it is a signal of affirmation. Do not consider this a sign that you are not being taken seriously.

Ω 4-11 Non-verbal Communicators in Pacific Island Cultures: USE OF SILENCE

•USE OF SILENCE - This is one of the most difficult non-verbal communicators that Western cultures have trouble understanding. When a Pacific Islander is silent and does not respond during a group discussion, it can mean one of three things. Here is what it can mean and what you can do:

Ω 4-12 Non-verbal Communicators in Pacific Island Cultures: USE OF SILENCE

MEANING	WHAT YOU CAN DO
(1) The person does not agree with you and may not be willing to tell you this	Ask, "What do you think?"
(2) the person is allowing what you have said to "sink in,"	Give the person time and wait a few moments to see if the person gives a comment or asks a question.
(3) the person respects you and would not think of interrupting you as this would be a sign of disrespect	Ask a YES-NO type question so that the person only has to nod or shake his/her head.

A long silent pause does not necessarily mean that the person does not understand.

Ω 4-13 Non-verbal Communicators in Pacific Island Cultures: HAND GESTURES

•HAND GESTURES-large hand gestures are often considered aggressive even if the intention is not to be aggressive. Using large hand gestures can frighten the listener or discourage interactive communication. In Chamoru culture, these gestures can cause a person to be ***espantao*** which means "to be disturbed or upset"

Ω 4-14 Non-verbal Communicators in Pacific Island Cultures: FACIAL EXPRESSIONS

•FACIAL EXPRESSIONS-As in any culture, facial expressions during interactive communication can enhance or discourage both speaker and listener. The Pacific island cultures are no different. Here are some to be aware of:

-Blank stares (no expression) do not necessarily mean the person isn't paying attention.

-Frowning and furrowed eyebrows does not mean disagreement but being immersed in thought about what is being said.

-Constant smiling during communication can mean total disagreement or the person isn't paying attention to what is being said.

To <u>know</u> what you need, want or feel is one thing, to TELL other people what you want, need or feel is another thing. To be an effective self advocate we must learn to be effective communicators.

Ω 4-15 Effective Communication and Interpersonal Relationships

There are three important ways a person can communicate what they want, feel, or need:

- Non-assertiveness
- Aggressiveness
- Assertiveness

Ω 4-16 Being non-aassertive when you communicate is when you:

- do not stand up for what you know is best for you
- do not stand up for your human rights
- do not let other people now what you need or want
- let other people decide what is best for you
- let people walk all over you

BEING NON-ASSERTIVE IS NOT A GOOD WAY TO COMMUNICATE!

Ω 4-17 Being aggressive when you communicate is when you:

- want to WIN at any cost
- you are pushy and do not want to listen to anybody
- put others down
- walk all over other people
- don't listen or respect other people's feelings or opinions

BEING AGRESSIVE IS NOT A GOOD WAY TO COMMUNICATE!

Ω 4-18 Being assertive when you communicate is when you:

- stand up for what you know is best for you
- stand up for your rights
- make sure other people understand what you need or want
- openly and honestly express your opinions and feelings
- respect other people's rights and opinions
- listen to other people

BEING ASSERTIVE IS A GOOD WAY TO COMMUNICATE!

Ω 4-19 How you tend to LOOK when you communicate:

NON-ASSERTIVE	AGGRESSIVE
•you stand slumped down	•you stand too close to people
•you look at the floor	•you clench your fists
•you mumble	•you shout too loudly

Ω 4-20 How you tend to LOOK when you communicate:

ASSERTIVE

- you stand tall
- you look at people
- you speak clearly

Ω 4-21 How other people see you:

NON-ASSERTIVE	AGGRESSIVE
•wishy-washy	•troublemaker
•little	•childish
•not able to make decisions	•loudmouth
•always needing help	•immature
•childish	•inappropriate

Ω 4-22 How other people see you:

ASSERTIVE

- capable
- able to make decisions
- independent
- honest
- adult

Ω 4-23 Assertiveness has four parts:

Assertiveness is an effective way to communicate or say how your think, feel or what you need or want. It is a way to prevent conflict because our feelings are made clear while respecting the feelings of others.

(1) Make a decision. Know what you want.

(2) Say what you want so that the other person understands

(3) Remember, the other person may disagree. You may not get your way.

(4) Listen and respect the other person

∑-4 Group Activity: Non-Assertiveness, Aggressiveness, & Assertiveness

Break the participants into 3 groups. Assign one group to be the Non-Assertive group, the second group to be the Aggressive group and the third group the Assertive group. Have the groups turn to page 4-13 in their Manuals. Have the groups work together to answer each question.

The groups will select two people to role play each communication style when everyone comes back together to share their results. Refer to ∑-4 under *Group Work* for more information.

5 MINUTE BREAK

GOAL OF MODULE FOUR-PART III (1 hour): To understand the role of conflict, compromise, negotiation, mediation, and legal options in problem solving. Networking, group participation, and stress management are also covered

TRAINER PRESENTATION OUTLINE

What happens when our problem does not get solved even though we carefully plan and assert ourselves? What do we do?

Ω 4-24 Conflict, Compromise, and Negotiating

CONFLICT - means there is a strong disagreement. Sometimes even when everybody wants to work together to solve a problem, people get into conflict. If we are not able to get what we want or need, even though we have been assertive, we are in conflict.

COMPROMISE - means that both sides give up some of what they want, to get some of what they want. This means we can't get all that we want but, we can get some of what we want by giving up something else.

NEGOTIATE- means working together to find a solution that can be agreed on by everyone involved. Communicating effectively and compromising where necessary leads to a successful negotiation.

What happens when we still do not get what we want and need even though we try to negotiate and reach a compromise? It becomes necessary to call for a mediation.

Ω 4-25 Mediation and Using The Legal System

MEDIATION - is a meeting that takes places to try and settle a problem before legal action is taken. At a mediation conference a third person who has no knowledge or interest in the problem (impartial) tries to help bring both sides to some agreement.

But. . .what happens when mediation fails to bring a solution to the problem? Then it becomes necessary to take legal action.

Ω 4-26 Taking Legal Action

Get free legal help by contacting:

- Office of the Public Defender
- the American Civil Liberties Union
- the Guam Bar Assocation
- Office of the Attorney General
- an attorney who offers to review your case before charging you anything

Developing effective advocacy skills is extremely important but, one person can not do it alone. Very often a person with disabilities shares the same problem with others.

Knowing people who can help with problems can also help to strengthen the confidence of the self advocate and put him or her in touch with others who can provide more information on what can be done to solve the problem. This is called networking.

Ω 4-27 Networking

What is networking?

Networking is getting to know others who can help with a problem. It means knowing people who have special skills who can support you. It means that you make a special effort to have these people get to know you.

§ Ω 4-28 Networking is like going fishing

How many fish can you catch with a fishing rod?
How many fish can you catch with a fishing net?
How is networking like fishing?

Ω 4-29 How do you network?

- Get to know peole in the community who could be an important resource person who can help with your problem
- Know their names, where they are located, and how they can be contacted
- Make it a point to meet these people. Make an appointment if needed.
- Take the time to talk to them about your particular situation or problem
- Follow up your meeting with a phone call

§ Brainstorming a Network

Have participants turn to page 4-16 in their Manuals. From the ∑-4 Group Activity, have them think of 5 people on Guam who could be in Jose's network who could help with his problem.

Another extremely effective strategy for promoting self advocacy is to particpate in an advocacy group with people who share the same concerns. These groups can support you and provide guidance and direction.

Ω 4-30 Things to Consider Before Participating in an Advocacy Group

These are some questions to consider before deciding to participate in an advocacy group:

- Be sure you understand why you want to be involved in the advocacy group.
- Find out what the rules for the group are. Where and when do they meet? How can you get any agenda for meetings?
- What basic support will the group provide?
- Can you get reading materials?
- Do you feel comfortable with the group?
- Will the group give you support that you need to be an effective and equal member?

Ω 4-31 Guidelines for Participating in an Advocacy Group

- Know the rules of the group
- Listen carefully to what is happening at the meeting.
- If you don't understand something, ask questions
- Speak out before a vote or a final decision is made
- When you speak out, STAY ON THE TOPIC.
- Listen to everyone with respect
- Be assertive if you feel you are not being treated liked an equal and/or being listened to with respect
- Remember you are a team player in a group
- Keep your group materials and notes together
- Come to meetings with a clean appearance
- Have fun being a member

Self advocates encounter stressful situations in the work to educate others in the community about the rights of individuals who are disabled. Stress can take away the energy you need to get a job done. Recognize when you are burning out from stress and learn how to manage stress before it manages you.

Have participants turn to page 4-18 in their Manuals and have them take the Stress Management Test. Read each item to insure that all items are understood. Answer any questions.

Ω 4-32 **Do you think you are under stress?**

Turn to the Stress Test in your Participant Manual and find out!

If your stress level is within the above average to high risk range, it is very important that you learn how to deal with stress. Take the Stess Management Test on page 4-19 of the Manual to see if you are managing stress well.

Read each item again to insure that participants understand each item.

Ω 4-33 Do you think you are managing your stress level well?

Take the Stress Management Test in your Participant Manuals to find out!

Ω 4-34 How to Manage Stress

Here are some tips on managing stress:

- Exercise daily for at least 30 minutes
- Get enough sleep every night
- Keep a regular work/school schedule
- Eat your meals regularly
- Organize your time so that you have time for everything
- Avoid alcohol, smoking and drugs in handling stress
- Have a sense of purpose in life
- Get within normal range of weight expectation for your age
- Take time for spiritual strengthening
- Take time for a hobby, sport, or other leisure activity

Ω 4-35 Put your Stress Test Results Here

Indicate your scores on both tests
Indicate your stress level and stress management rating

Ω 4-36 What will you do to manage your stress level?

Write down a few things you plan to do or change.

Have participants talk about their results on both tests. This sharing can be very helpful to the person who is under a lot of stress. Encourage particpiants to share other ways which they have found helpful for reducing stress.

MODULE FIVE:

Inayudu: Setbiisio Siha Para i Taotao

Services for the Consumer with Disabilities Currently Available on Guam

Module Five

Inayudu: Setbisio Siha Para i Taotao
Services for the Consumer with Disabilities
Currently Available in Guam

TRAINER PRESENTATION OUTLINE

Say, **"Knowing the skills necessary to become a self advocate are very important but, there are many services on Guam for consumers with disabilities who can provide support and guidance. These services range from birth to adult. Let's go over some key resources in our Guam community."**

Ω 5-1 Services available in Guam

Review the following slides and remind the participants that these are all listed in their manuals. The Participant Manual becomes a resource tool participants take] with them for their use.

Say, "These are services for children from birth to 5 years. Participants who are parents may want to visit these Centers to get to know the people who serve this age group where more information and services are available."

Ω 5-2 Services for Children from Birth to 5 years

- Guam Public School System: Guam Nene'
- Pediatric Evaluation and Developmental Services-University of Guam (PEDS) 735-2455
- Parent Agencies Networking (PAN) 649-1948
- University of Guam: Early Childhood Program and Special Education Program 735-2440

For school age children, from Kindergarten to 12 grade, these are the services where more information can be obtained.

Ω 5-3 Education: Children-Young Adult (K-12th)

- Guam Public School System Division of Special Education 475-0552
- State Council on Vocational Education (SCOVE) 475-9436/9322
- Guam Community College (Si'na Center) 734-4311
- UOG-University Affiliated Programs 735-2481

The adults have their own special needs and the following are some services where more information can be obtained.

Ω 5-4 Employment Age Adults (18 Years-Senior Citizens)

- AHRD 646-9336
- Dept. of Labor 475-0101
- Dept. of Administration 475-1228
- Client Assistance Program (CAP) 646-1948
- Catholic Social Services (CSS) 649-5717
- Department of Vocational Rehabilitation (DVR) 475-4646
- GoodWill Industries of Guam (GIG) 646-4885
- Asmuyao 477-1479

When a consumer with disabilities requires transportation, there are also services available to meet this need. For more information the following agencies can be contacted:

Ω 5-5 Transportation

- Interfaith Volunteer Caregivers Inc. 477-2273 or 472-2944
- Guam Mass Transit Authority (GMTA) 475-4682/7433
- Setbisio Para I manamko (SPIMA) 477-9015
- GoodWill Industries of Guam (Paratransit) 649-5727/475-RIDE

Consumers with disabilities often require special subsidized housing. The following are agencies to contact for housing and community living needs.

Ω 5-6 Housing and Community Living

- Guam Housing and Urban Renewal Authority (GHURA) 477-9851
- Guam' Mami, Inc. 477-1505/1757
- Department of Public Health (DSC) 475-0267
- Department of Mental Health 647-5400/9269

When there is a need for health services, the following agencies can be contacted for heath care or more information:

Ω 5-7 Health Services

- Guam Memorial Hospital (GMH) 646-5801/6711
- Department of Public Health and Social Services 475-0269
- Department of Mental Health and Substance Abuse 647-5400/9269

When the consumer with disabilities requires the assistance of legal support, the following agencies are specifically designed to help in this area:

Ω 5-8 Advocacy and Legal Services

- Protection and Advocacy of the Marianas 472-8985

  -Protection and Advocacy for the Developmentally Disabled (PADD)
  -Protection and Advocacy for Individuals with Mental Illness (PAIMI)
  -Protection and Advocacy for Individual Rights (PAIR)

Ω 5-9 Advocacy and Legal Services

- Public Defenders Services Corp. 475-3100
- Guam Legal Services Corp. 477-9811-3
- Governor's Commission on Persons with Disabilities 475-9353/4
- Guam System for Assistive Technology 735-2490-3
- University Affiliated Programs-UOG

To wrap up the workshop, thank everyone for participating in the day's activities. Encourage questions or comments.

Have all participants complete the Workshop Evaluation prior to dismissal.

RESOURCES

TO OBTAIN FURTHER INFORMATION ON:

Developing Attitudes in Self Advocacy

Barrier Awareness Series
Rehabilitation Research Institute
The George Washington University
Washington, D.C. 20052

Attitudes and Disability: An Annoted Bibliography 1975-1981
by Elain Makas
Regional Rehabilitaion Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Employment and Self Advocacy

Handbook of Employment Rights of the Handicapped: Sections 503 and 504 of the Rehabilitation Act of 1973
President's Committee on Employment of the Handicapped
Washington, D.C. 20052

Independent Living and Issues of Self Advocacy

Access Travel: Airports: A Guide to Accessibility of Terminals
Airports Operators Council International, Inc.
1700 K Street, N.W.
Washington, D.C. 20006

The Assertiveness Program Curriculum
by Laura Crawford and Mary Hart-Furman
People First of Washington
P.O. Box 381
Tacoma, WA. 98401

How to Get Services by Being Assertive
by Charolotte Des Jardins
Coordinating Council for Handicapped Children
407 South Dearborn-Room 680
Chicago, Il 60605

Independent Living and Mentally Retarded Persons:
The Role of Independent Living Programs
by Carol Sigelman and Jerrry Parham
Issues in Indpendent Living Series
Independent Living Research Utilization Project
Houton, TX .

Obtaining Legal Information on Issues of Self Advocacy

Advocates Training Manual: For Protecting the Rights of the Developmentally Disabled
by Diane Perrevra, MS. W.
Protection and Advocacy System for Developmental Disabilities, Inc.
175 Fifthe Avenue
New York, N.Y. 10010

Law and Disabilites: A Selected Annotated Bibiliography of Articles in Legal Periodicals, 1876-1978
by Deborah J. Topp and Debra Cornelius
Regional Rehabilitation Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Organizing an Advocacy Group

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies by Charlotte Des Jardins,
Family Resource Center on Disabilities
20 E. Jackson Blvd. Room 900
Chicago, IL 60604
(312)939-3513
(800)952-4199

How to Start a Self Advocacy Group
by Anne Hutchins
Association for Retarded Citizens/Massachusetts
217 South Street
Waltham, MA 02154

People First: Evolution Toward Self Advocacy
by Dennis Heath, Valerie Schaaf, and Larry Talkington
Developmental Research Series, No. 43
People First
P.O. Box 381
Tacoma, WA. 98401

Planning Effective Advocacy Programs
by Frank Bowe and John Williams
The American Coalition of Citizens with Disabilities, Inc.
1200 15th St., NW
Washington, D.C. 20005

Personal Material on Self Advocacy

What We Value. What is Ours
Edited by Sally Puff
The Washington State Protection and Advocacy Agency for Persons with Developmental Disabilities
Seattle, WA. 98401

One in Eight: A Profile of Disabilities in Vermont
Vermont Center for Independent Living
174 Riber Street
Montpelier, VT 05602

Self-Advocacy Resource Materials Manual for Developmentally Disabled Persons by Barbara Raisen
ACCESS
Association for Retarded Citizens
Dade County, 8405 N.W.
66th Street, Suite 100
Miami, FL 33166

Conference Material on Self Advocacy

Tony Apollone and Thomas P. Cook
California Department fo Rehabilitaion
830 K Street Mall
Sacramento, CA 95814

People First of Washington and Self Advocacy Project
Rehabilitation on Research and Training Center
University of Oregon

REFERENCES

Consumer Council Orientation Meeting. (1995) AAUAP Consumer Council. ADD Project of National Significance UMKC Institute for Human Development, A University Affiliated Program.

Eddy, B.A. , Cohen, G.J. and Griggs, P. (1989). *How to Be An Effective Board Member: A Manual for Facilitators.* Missouri Planning Council for Developmental Disabilities.

Gobel, S. [Edited by Gobel, S. & Flynn, J.] *Not Another Board Meeting! guides to Building Inclusive Decision-Making Groups.* Oregon Developmental Disabilities Council, Salem, OR.

Hawaii's vision for Persons with Developmental Disabilities: Direct Care Providers Training Program. Hawaii University Affiliated Program, University of Hawaii, Manoa, Honolulu, Hawaii 96822

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies, (1993) Family Resource Center on Disabilities, Chicago, Il.

How to Get Services by Being ASSERTIVE, (1993) Family Resource Center on Disabilities, Chicago, Ill.

How to Get Services by Being Assertive, (1993) Family Resource Center on Disabilities, Chicago, Il.

How to Organize an Effective Parent/ Advocacy Group and MOVE BUREAUCRACIES (1993). Family Resource Center on Disabilities, Chicago, Ill.

Keys to the Future: A Handbook for Parents of Children with Disabilities, (1990) Idaho State Council on Developmental Disabilities

Lowstuter, Clyde C. and Robertson, David P. *In Search of the Perfect Job.* (1992) McGraw-Hill, Inc. New York.

People First of Kansas City: Evaluation Activities and Self Advocacy Information (1980). North Kanasas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, Mo.

Self Advocacy is...People First. North Kanasas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, Mo.

The National Agenda for Achieving Better Results for Children and Youth with Disabilities (1994). U.S. Department of Education, Washington, D.C.

Facilitator Notes

SECTION II:

Ω

Overhead Slides

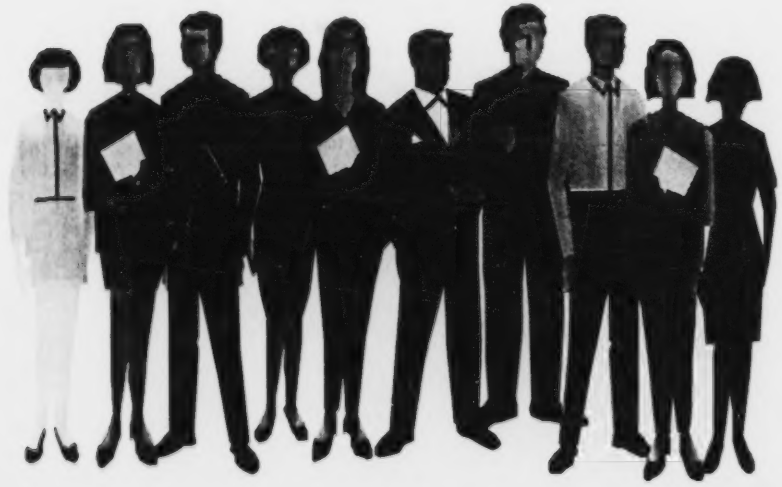
Welcome!

Consumer Self Advocacy Workshop

This workshop will:

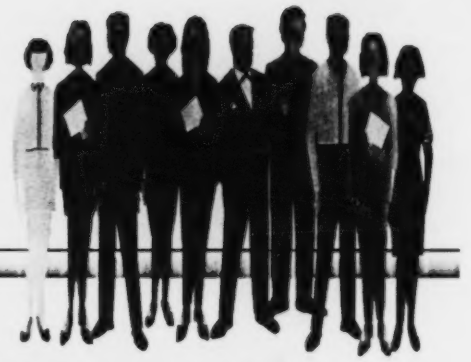
- *provide essential knowledge and skills necessary for consumers and families to be effective self advocates*

What does "advocacy" mean to you?



Ω 1-3

Advocacy means:



- building confidence so that consumers can help themselves as they move toward becoming independent, contributing members of society.
- bringing together many ideas, solutions, resources, tasks, and action in the effort to resolve a problem.
- knowing what rights are and helping consumers get their rights.

Ω *1-4*

Advocacy requires:

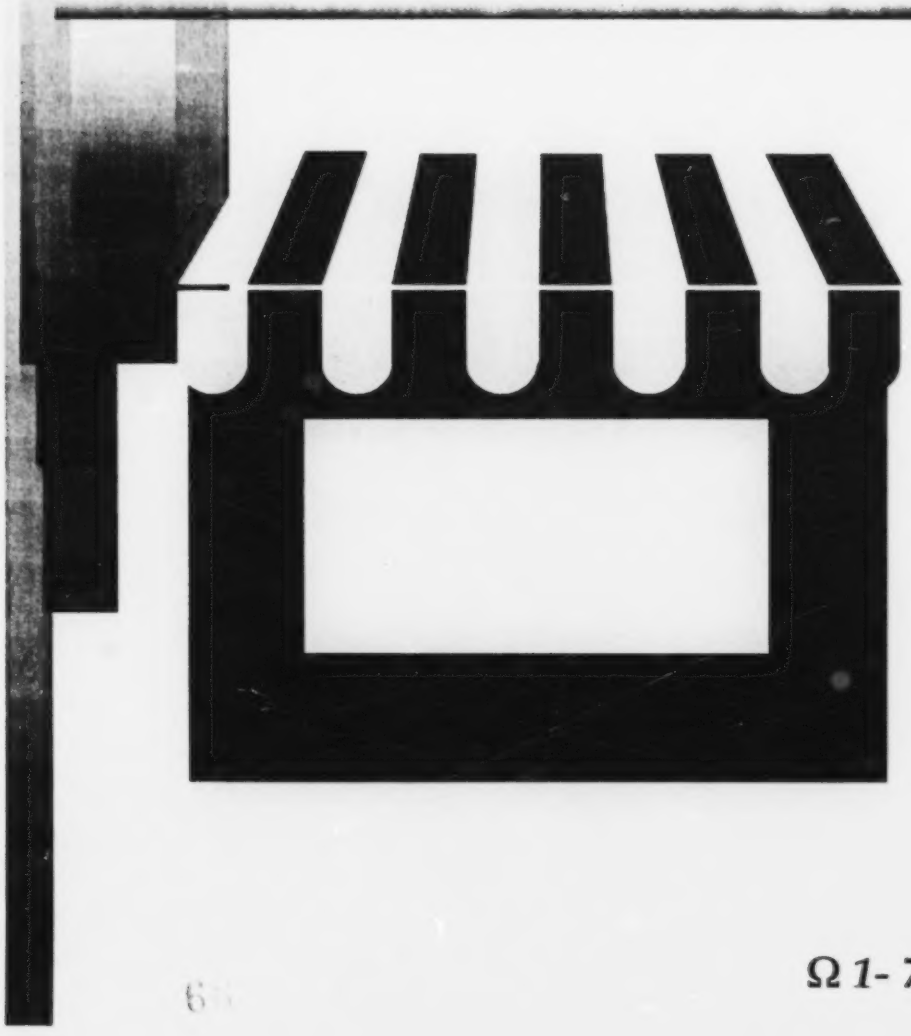
- that consumers be provided with the necessary tools for appropriate decisions and actions
- that problems are analyzed and consumers are involved in identifying areas of responsibility in problem solving.

Ω 1-5

How is advocacy different from self advocacy?

- Advocacy describes the action of speaking out and supporting a cause.
- Self advocacy means speaking out <u>on behalf of yourself</u> and taking charge of what you want to do.

Advocacy vs Self Advocacy

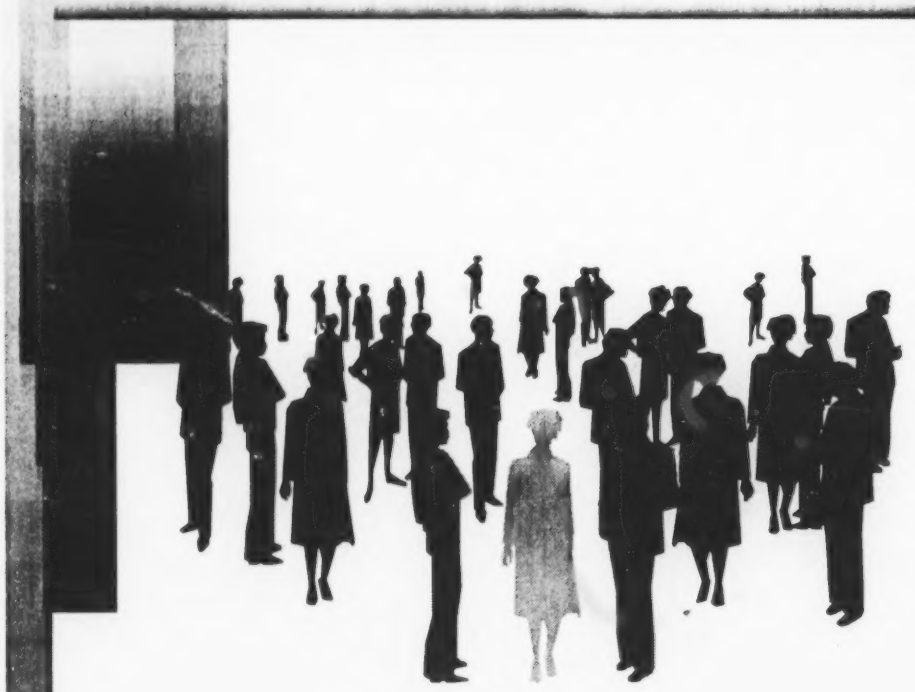


- *A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accommodate a wheelchair and was advised to make dinner reservations elsewhere.*

What are cultural influences that affect self advocacy on Guam?

■ ***i'mannama'si'***	*the pitiful ones*
■ ***kastigon Yu'os***	*God's punishment*
mannaibali	*to have no value; useless*
ti empottante para imaninusente	*it's not important for the pitiful innocent ones*
■ ***manmamahlao***	*shameful; to have no; shame*
■ ***tai'mama'hlao***	*to have no shame*
■ ***polu sa siya mas tumungo'***	*only authorities know what is best foreveryone and are not to be challenged in their decisions and actions or inactions*
■ ***Otro siha?***	*Are there others?*

Consumers with disabilities become empowered when:



- they learn advocacy skills that will lead to self determination and provide opportunities to advocate for themselves in schools, community, and for job opportunities.

Consumers become empowered when:

- They learn the skills to advocate for enlightened self-interest while respecting rights of others

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Consumers become empowered when:

They are provided with support, effective education, information, and opportunities, especially at the local level, that are effective for all families, including culturally diverse and typically underrepresented consumer groups with disabilities

Consumers become empowered when:

- They impact policy and practice by promoting partnerships and links with other parent advocacy groups, including nondisability groups.

Consumers become empowered when:

They provide opportunities for individuals to learn from each other in the policy decision-making process

Basic Rights of Persons with Disabilities

- *The Right to an education*
- *The Right to be informed of Your Rights-Equal Protection*
- *The Right to Advocacy*
- *The Right to an Individual Program, Plan of Care, or Education Plan*
- *The Right to Trained Qualified Staff*
- *The Right to Access Records*
- *The Right to Access all Public Buildings*
- *The Right Appeal Decisions-Due Process*
- *The Right to Freedom and Involuntary Servitude*
- *The Right to Accurate Assessment of Needs and Abilities*
- *The Right to Payment for Care*
- *The Right to Equal and Fair Housing*
- *The Right to Equal Opportunity in Employment*

Ω 2- 1

SPECIFIC LEGAL RIGHTS:
Section 504 Rehabilitation Act of 1973

Requires any public or private building or service that uses public tax dollars to be accessible to citizens with disabilities. Service must be made available and physical barriers must be eliminated. All public transportation must provide for people with disabilities. Covered under this act are any post-secondary education, training, and employment programs (including colleges and universities) that receive federal funds. Students cannot be excluded from programs because of physical barriers or the absence of auxiliary aids.

The Americans with Disabilities Act (ADA) PL 101-336

This new law prohibits discrimination against adults and children with disabilities in employment, public services, public accommodations, and transportation, and provides for telecommunication relay services. The law requires that auxiliary aids and services be provided for individuals to have an equal opportunity to participate in the community. In addition, physical barriers must be removed for alternative access provided. In essence, this legislation opens all public buildings and programs to individuals with disabilities and promotes unlimited community integration opportunities. Private clubs and religious organizations are exempt from these requirements and there is language in the law to avoid "undue burdens" to businesses as they comply with the law.

Education of All Handicapped Children Act (PL 94-142)

Establishes the right of all children to a free appropriate public education. It requires that education be provided with related services in the least restrictive environment appropriate for each child as specified in the child's individualized education plan (IEP), which must be written with the involvement and consent of parents. Due process rights are included in this law.

Individuals with Disabilities Education Act (IDEA) PL 101-476

Expands and redefines the concept of transition to include a definite outcomes-oriented process that promotes movement from school to post-school activities. The coordinated set of activities must be based on the individual's needs, taking into account the student's preferences and interests. Activities include instruction, community experiences, the development of employment and other post-school living objectives, and when appropriate, acquisition of daily living skills and a functional vocational evaluation. Transition planning is to begin no later tha 16 years of age.

The Developmental Disabilities Assistance and Bill of Rights Act (PL 100-146)

This act and its amendments define developmental disabilities and required services. Included is a requirement that every state have a council to plan and advocate for, and to monitor the delivery of services, to people with developmental disabilities (Developmental Disabilities Council) and a protection and advocacy system (P&A). There are many problems that may be dealt with by such a system including employment discrimination, the right to education, transportation and building accessibility, guardianship, adult protective services and relation of people from institutions. This act includes a listing of rights primarily dealing with treatment and services for people with developmental disabilities.

1986 Amendments (PL 99-457) Part B (Sec. 619)

- *Carries the guarantees under PL 94-142 down to children from ages 3 - 5 years. As with 94-142 the local school districts have authority for implementing this law.*

1986 Amendment (PL 99-457) Part H

- *Outlines services for infants and toddlers from birth to age three. There are some major differences from the requirements for children 3-21 years of age, including an individualized plan for the family (not just for the child) and mandated case management services.*

1983 Amendment PL 98- 199

- *Provides for secondary education and transition services for youth aged 12-22 years with disabilities. This legislation provides training and technical assistance to school districts on planning to help adolescents move from school to work settings.*

The Civil Rights Restoration Act of 1987 (PL 100-259)

- *Makes clear that the intent of Congress in Section 504 of the Rehabilitation Act was to cover institutions receiving federal assistance, not merely programs.*

Air Carrier Accessibility Act

(PL 99-435)

- *Prohibits discrimination on the basis of physical disability for individuals traveling on commercial airlines. Regulations include provisions for priority space for equipment (such as wheelchairs), and free attendant travel if that attendant is required to enable the person with a disability to travel.*

Voter Accessibility Act (42 USCS, 1973ee)

- *Requires that all polling places for elections that include federal candidates be accessible.*

Technology Related Assistance to Individuals with Disabilities (PL 100 407)

- *Provides grant funds to states to develop consumer-responsive, state-wide programs that promote the availability of Assistive technology for individuals of all ages with all types of disabilities.*

What are service providers or support services?

Service providers or support services include board of directors, councils, advisory boards, task forces, committees, sub-committees, leadership trainers, conference organizers, workshop organizers, chapters, advocacy groups, village associations, or other local or national groups.

Ω 3- 1

Advocacy Myths

Advocacy is taking over for consumers with disabilities and making all decisions for them.

Advocacy means reinforcing feelings of helplessness and dependency.

- *Advocacy means keeping consumers uninformed about their rights, making them rely on the service for everything.*
- *Advocacy means discouraging consumers with disabilities from becoming actively involved.*
- *Advocacy means making excuses for unavailability or inadequacy of services.*
- *Advocacy means controlling consumers with disabilities.*
- *Advocacy means accepting the status quo when legislation is not implemented.*

More Advocacy Myths

- *Advocacy means seeking individual solutions to group problems.*
- *Advocacy means denying the existence of problems that are reported.*

Ω 3- 3

- *Advocacy means filing a lawsuit as a first approach to a problem.*
- *Advocacy means interceding on behalf of consumers who can help themselves.*
- *Advocacy means ignoring appropriate channels when trying to get services.*

Values That Promote/ Support Appropriate Services

- *Consumers with disabilities must have a meaningful voice in their own affairs and in all decisions made on their behalf as citizens.*

  Consumers with disabilities have the right make choices in all areas of their lives.
- *Consumers with disabilities must feel free to express their views and be given the opportunity to communicate in whatever form they choose (e.g.sign language)*

Ω 3- 4

Values That Promote/ Support Appropriate Services

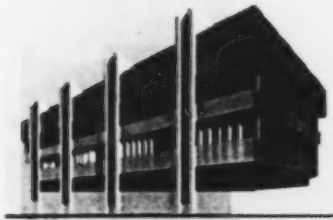
- *Consumers with disabilities are entitled to the supports they need to assure their full participation in any decision making.*
- *Consumers with disabilities are equal and have the same legal and human rights as everyone else.*
- *What are the values that promote/support appropriate services?*
- *Consumers with disabilities should be treated with respect and dignity*

Natural Supports to Self Advocacy: PEOPLE

People who consumers already know and can provide support:

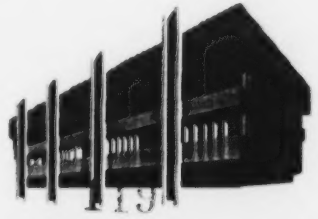
- *relative*
- *friend*
- *partner*
- *spouse*
- *advocate*
- *sibling*
- *peer*
- *neighbor*
- *volunteer*
- *paid staff person*

Ω 3- 6



Natural Supports to Self Advocacy: AGENCIES

- *DVR*
- *Client Assistance Program*
- *The Protection and Advocacy for Individual Rights Program*
- *Banks*
- *Guam Police Dept.*
- *Attorney General's Office*
- *Guam Advocacy Office*
- *The Protection and Advocacy for Assistive Technology Program*



Ω 3- 7

Natural Supports to Self Advocacy: AGENCIES

- *Village Church/Ministries*
- *Village Mayor's Office*
- *Dept.. of Education*
- *Protection and Advocacy for persons with Developmental Disabilities*
- *Guam Memorial Hospital (GMH)*
- *Others?*

Creating a Vision & a Mission of Effective Self Advocacy

- *(1) Develop a vision of the skills needed to be an effective self advocate. This will become the road map for getting there.*
- *(2) Get excited and involved in the process of creating a vision of what it will feel like to be an effective self advocate.*
- *(3) The vision of being an effective self advocate will create order in reaching the vision*
- *(4) As skills are learned and practiced, the vision becomes real and it will help us become more confident and trusting in reaching the vision*
- *(5) By sharing a vision of an effective self advocate, we provide the criteria for successfully reaching our goal.*

Skills Needed for Self Advocates

- ***Self Confidence***
- ***Effective Communication and Interpersonal Skills***
- ***Networking***
- ***Developing Problem Solving Skills***
- ***Preparing for and Participating in Group Meetings***
- ***Knowing When and How to Use Mediation***
- ***Knowing How to Use the Legal System***
- ***Managing Stress When the Need Arises***

What Words do YOU use to describe yourself?

- *adaptable*
- *argumentative*
- *assertive*
- *attentive*
- *anxious*
- *angry*
- *bright*
- *bossy*
- *calm*
- *confrontive*
- *cool*
- *confused*
- *demanding*
- *distant*
- *determined*
- *dumb*
- *dutiful*
- *easy*
- *effective*
- *edgy*
- *embarrassed*
- *friendly*
- *forceful*
- *frightened*
- *ferocious*
- *groaner*
- *good-natured*
- *happy*
- *horrible*
- *independent*
- *ignorant*
- *kind*
- *killjoy*
- *loyal*

Ω4- 3

What words do YOU use to describe yourself?

- *loser*
- *lazy*
- *motivator*
- *mean*
- *merciful*
- *merry*
- *needy*
- *neat*
- *negligent*
- *orderly*
- *obstinate*
- *people-oriented*
- *perfectionistic*
- *pushy*
- *quick*
- *quarrelsome*
- *respectful*
- *resentful*
- *reliable*
- *stupid*
- *silly*
- *smart*
- *supportive*
- *talented*
- *tough*
- *terrible*
- *useful*
- *useless*
- *verbal*
- *vicious*
- *wasteful*
- *wonderful*
- *whiner*
- *youthful*

yeller
zany
zero

Keys to Building Self Confidence:

- *Start replacing negative thoughts about yourself with positive thoughts*
- *Don't depend on others to convince you how good you are*
- *Tell yourself that you are a good person- Convince yourself!*
- *Spend more time with people who give you good strokes about yourself*
- *Limit your time with people who give you negative strokes*

Developing Problem Solving Skills:

1. Have a clear understanding of the problem-Write it down.

2. Know your rights--review the laws that guarantee fair treatment

- *3. Get help from others who have information and can provide support*
- *4. Write down what you want to see happen step by step*
- *5. Get moral support from a friend or an advocacy group*
- *6. Take Action!*

Non-verbal Pacific Island Communication Signals

In most Pacific island cultures, non-verbal communication is very powerful. Communication can be lively or come to a quick halt by the use or misuse of non-verbal signals. It is important to understand the use of 5 key non-verbal communicators in Pacific island cultures.

Pacific island non-verbal communicators

- *1. EYES*
- *2. EYEBROWS*
- *3. USE OF SILENCE*
- *4. HAND GESTURES*
- *5. FACIAL EXPRESSIONS*

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Non-verbal communicators in Pacific Island cultures: EYES

EYES -In many Pacific island cultures, the use of the eyes are very powerful. It is not unusual for Pacific islanders to look away when you are talking to them. It does not mean that they are disinterested or are not listening. It often means they respect what you are saying and who you are, especially if you are an older person. Never force a Pacific islander to look at you straight in the eyes when you or they are talking. This will only end the conversation

Non-verbal communicators in Pacific Island cultures: EYEBROWS

- *EYEBROWS-Eyebrows communicate messages in Pacific island cultures! When a listener raises his/her eyebrows when someone else is talking, it often means the person agrees with you, it is a signal of affirmation. Do not consider this a sign that you are not being taken seriously.*

Non-verbal communicators in Pacific Island cultures: USE OF SILENCE

USE OF SILENCE-This is one of the most difficult non-verbal communicators that Western cultures have trouble understanding. When a Pacific islander is silent and does not respond during a group discussion, it can mean one of three things. Here is what it can mean and what you can do:

Non-verbal communicators in Pacific Island cultures: USE OF SILENCE

- *MEANING:*
- *1. The person does not agree with you and may not be willing to tell you this.*
- *2. The person is allowing what you have said to "sink in"*
- *3. The person respects you and would not think of interrupting you as this would be a sign of disrespect.*

- *WHAT YOU CAN DO:*
- *Ask "What do you think?*
- *Give the person time and wait a few moments to see if the person gives a comment or asks a question.*
- *Ask a YES-NO question so that the person only has to nod or shake his/her head.*
- *A long silent pause does not necessarily mean that the person does not understand you!*

Non-verbal communicators in Pacific Island cultures: HAND GESTURES

HAND GESTURES-large hand gestures are often considered aggressive, even if the intention is not to be aggressive. Using large hand gestures can frighten the listener or discourage interactive communication. In Chamoru culture, these gestures can cause a person to be ***espantao*** *which means "to be disturbed or upset"*

Non-verbal communicators in Pacific Island cultures: FACIAL EXPRESSIONS

FACIAL EXPRESSIONS: As in any culture, facial expressions during interactive communication can enhance or discourage both speaker and listener. The Pacific island cultures are no different. Here are some to be aware of:

- *Blank Stares-(no expression) does not necessarily mean the person isn't paying attention*
- *Frowning and furrowed eyebrows-does not mean disagreement but being immersed in thought about what is being said.*
- *Constant Smiling-during communication can mean total disagreement or the person isn't paying attention to what is being said.*

Ω4- 14

Three important ways we communicate what we want, feel, or need:

- 1. Non-assertive
- 2. Aggressive
- 3. Assertive

Being NON-ASSERTIVE when you communicate is when you:

- *Do not stand up for what you know is best for you*
- *Do not stand up for your human rights*
- *Do not let other people know what you want*
- *Let other people decide what is best for you.*
- *Let people walk all over you.*
- *BEING NON-ASSERTIVE IS NOT A GOOD WAY TO COMMUNICATE*

Being AGGRESSIVE when you communicate is when you:

- *Want to WIN at any cost.*
- *You are pushy and do not want to listen to anybody!*
- *Put others down*
- *Walk all over people*
- *Don't listen or respect other people's feelings or opinions.*
- *BEING AGGRESSIVE IS NOT A GOOD WAY TO COMMUNICATE*

Being ASSERTIVE when you communicate is when you:

- *Stand up for what you know is best for you*
- *Stand up for your rights*
- *Make sure other people understand what you need or want*
- *Openly and honestly express your opinions and feelings*
- *Respect other people's rights and opinions*
- *Listen to other people.*
- *BEING ASSERTIVE IS A GOOD WAY TO COMMUNICATE!*

Ω4- 18

How you tend to LOOK when you communicate

- *NON-ASSERTIVE*
- *you stand slumped down*
- *you look at the floor*
- *you mumble*

- *AGGRESSIVE*
- *you stand too close to people*
- *you clench your fists*
- *you shout too loudly*

How you tend to LOOK when you communicate

ASSERTIVE

- *you stand tall*
- *you look at people*
- *you speak clearly*

How other people SEE you:

NON-ASSERTIVE

- *wishy-washy*
- *little*
- *not able to make decisions*
- *always needing help*
- *childish**

Ω4- 21

AGGRESSIVE

- *troublemaker*
- *childish*
- *loudmouth*
- *immature*
- *inappropriate*

How other people SEE you:

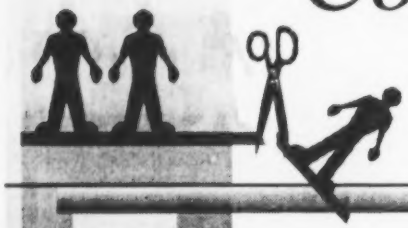
ASSERTIVE

- *capable*
- *able to make decision*
- *independent*
- *honest*
- *adult*

ASSERTIVENESS has four parts:

- *1. Make a decision. Know what you want*
- *2. Say what you want so that the other person understands*
- *3. Remember, the other person may disagree. You may not get your way.*
- *4. Listen and respect the other person.*

Conflict, Compromise, and Negotiating

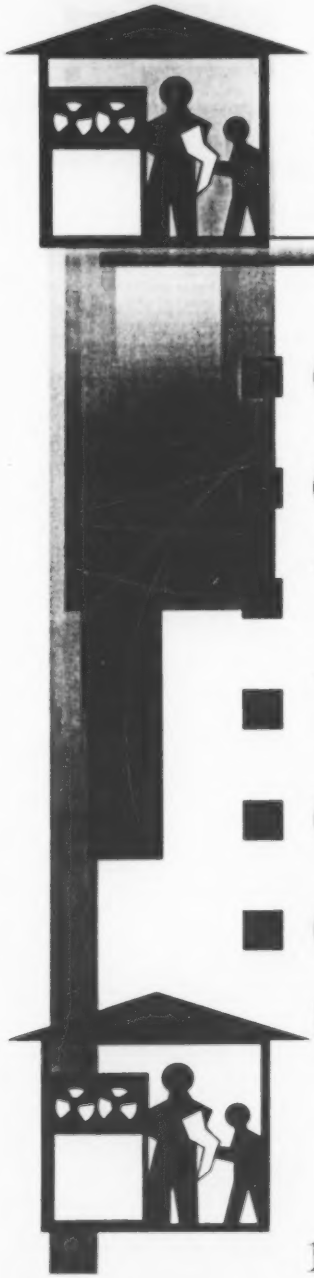


CONFLICT-means there is a strong disagreement. Sometimes even when everybody wants to work together to solve a problem, people get into conflict. If we are not able to get what we want or need, even though we have been assertive, we are in conflict.

- *COMPROMISE-means that both sides **give up some** of what they want, **to get some** of what they want. This means we can't get all that we want but we can get some of what we want by giving up something else.*
- *NEGOTIATE-means working together to find a solution that can be agreed on by everyone involved. Communicating effectively and compromising where necessary lead to successful negotiation.*

MEDIATION

Mediation - is a meeting that takes place to try and settle a problem before legal action is taken. At a mediation conference a third person who has no knowledge or interest in the problem (impartial) tries to help bring both sides to some agreement.



TAKING LEGAL ACTION

- *Get free legal help by contacting*
- *Office of the Public Defender*
- *The American Civil Liberties Union*
- *The Guam Bar Association*
- *Office of the Attorney General*
- *Others will be reviewed in Module Five which are specifically for advocates*

NETWORKING

- *What is "networking?"*
- *NETWORKING is getting to know others who can help with a problem. It means knowing people who have special skills or knowledge who can support you. It means that you make a special effort to have these people get to know you.*

NETWORKING is like "going fishing"

- *How many fish can you catch with a fishing rod?*
- *How many fish can you catch with a fishing net?*
- *How is networking like fishing?*

How Do You NETWORK?

- *Get to know people in the community who could be an important resource person who can help with your problem.*
- *Know their names, where they are located, and how they can be contacted.*
- *Make it a point to meet these people. Make an appointment if needed.*
- *Take the time to talk to them about your particular situation or problem.*
- *Follow up your meeting with a phone call.*

Things to Consider BEFORE Participating in an Advocacy Group

- ***Be sure you understand why you want to be involved in the advocacy group.***

  Find out what the rules for the group are. Where and when do they meet? How do you get an agenda for meetings?
- ***What basic support will the group provide?***
- ***Can you get reading materials?***
- ***Do you feel comfortable with the group?***
- ***Will the group give you support that you need to be an effective and equal member?***

Guidelines for Participating in an Advocacy Group

- *Know the rules of the group*
- *Listen carefully to what is happening at the meetings*
- *If you dont' understand something, ask questions*
- *Speak out before a vote or a final decision is made*
- *Keep your group materials and notes together*
- *When you speak , STAY ON THE TOPIC*
- *Listen to everyone with respect*
- *Be assertive if you feel you are not being treated like an equal and/or being listened to with respect*
- *Remember you are a team player*
- *Come to meetings with a clean appearance*
- *Have fun being a member*

Do you think you are under stress?

Turn to the Stress Test in your Participant Manuals and find out!

o you think you are managing your stress level well?

Take the Stress Management Test in your Participant Manuals and find out

How to Manage Stress

- *Exercise daily for at least 30 minutes.*
- *Get enough sleep every night.*
- *Keep a regular work/school schedule*
- *Eat your meals regularly*
- *Organize your time so that you have time for everything*
- *Avoid alcohol, smoking and drugs in handling stress*
- *Have a sense of purpose in life*
- *Get within normal range of weight expectation for your age and body type*
- *Take time for spiritual strengthening*
- *Take time for a hobby, sport, or other leisure activity.*

Put your Stress Test Results Here

Indicate your scores on both tests

Indicate your stress risk level and stress management rating

What will you do to manage your stress level?

Write down a few things you plan to do or change

MODULE FIVE:
Services Available on Guam

Inayudu: Setbisio Siha Para i Taotao

Early Intervention Programs Children: Birth to 5 years

- *Guam Public School System: Guam Nene*
- *Pediatric Evaluation and Developmental Services-University of Guam (PEDs) 735-2455*
- *Parent Agencies Networking (PAN) 649-1948*
- *University of Guam: Early Childhood Program and Special Education Program 735-2440*

Education: Children -Young Adult (K-12th)

- *Guam Public School System-Division of Special Education 475-0552*
- *State Council on Vocational Education (SCOVE) 475-9436/9322*
- *Guam Community College (Si'na Center) 734-4311*
- *UOG-University Affiliated Programs 735-2481*

Employment Age

Adults (18 Yrs. - Senior Citizens)

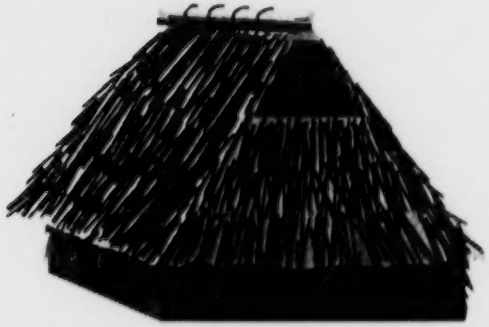
- *AHRD 646-9336*
- *Dept of Labor 475-0101*
- *Dept of Administration 475-1228*
- *Client Assistance Program (CAP) 646-1948*
- *Catholic Social Services (CSS) 649-5717*
- *Department of Vocational Rehabilitation (DVR) 475-4646*
- *GoodWill Industries of Guam (GIG) 646-4885*
- *Asmuyao 477-1479*

Transportation

- *Interfaith Volunteer Caregivers Inc 477-2273 or 472-2944*
- *Guam Mass Transit Authority (GMTA) 475-4682/7433*
- *Setbisio Para I Manamko (SPIMA) 477-9015*
- *Goodwill Industries of Guam (Paratransit) 649-5727/475-RIDE*

Housing and Community Living

- *Guam Housing and Urban Renewal Authority (GHURA) 477-9851*
- *Guma' Mami , Inc. 477-1505/1757*
- *Dept. of Public Health (DSC) 475-0267*
- *Dept. of Mental Health 647-5400/9269*



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Health Services

- *Guam Memorial Hospital (GMH) 646-5801/6711*
- *Dept. of Public Health & Social Services 475-0269*
- *Dept. of Mental Health and Substance Abuse 647-5400/9269*

Advocacy and Legal Services

- *Protection and Advocacy of the Marianas 472-8985*
  - *Protection and Advocacy for the Developmentally Disabled (PADD)*
  - *Protection and Advocacy for Individuals with Mental Illness (PAIMI)*
  - *Protection and Advocacy for Individual Rights (PAIR)*

Advocacy and Legal Services

- *Public Defenders Services Corp. 475-3100*
- *Guam Legal Services Corp. 477-9811-3*
- *Governor's Commission on Persons with Disabilities 475-9353/4*
- *Developmental Disabilities Council 475-9127/8*
- *Guam System for Assistive Technology 735-2490-3*
- *University Affiliated Programs -UOG*

Ω5- 9

SECTION III:

Σ

Group Activities

Σ-1 Group Activity

Shared Views of Advocates and Self Advocates

Keep Ω 1-7 on the overhead projector during this activity.

A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accomodate her wheelchair and was advised to make dinner reservations elsewhere.

GROUP DYNAMICS:

The **advocate group** will immediately begin to discuss activities that they could initiate on behalf of the disabled woman in the scenario.

The **self-advocate group** may begin to discuss the same kind of activities on behalf of the woman. Eventually this group will begin to see that as self-advocates, they can only initiate action on their own behalf. You may hear someone from this group ask, "Are we going to pretend that we are the woman?" Respond by telling them that they are to take the role of the woman. If this question is aked, the group will have already concluded that the woman must advocate for herself and she needs to know where to go for support, i.e. Advocacy Office. Compare lists between the groups and note similarities, note any patterns of similarities. Point out that the work of advocates are the same as those of self-advocates. The main difference is is that self advocates act on their own behalf.

ANTICIPATED OUTCOMES:

The Advocate group will move right into a discussion on action they could take on behalf of the woman. The Self Advocate group may also begin discussion on action but, will need clarification on the role they are to take in order to complete the exercise. If there is no request for role clarification, proceed with the comparisons between the groups' action plans, pointing out that as a self advocate the woman would need to take action on her own behalf with assistance from support groups in the community.

QUESTIONS FOR FURTHER DISCUSSION:

- How does "self advocacy" differ when the consumer is a minor?
- How does "self advocacy" differ when the consumer is severely disabled?

Σ-2 Group Activity

Violation of the Rights of the Disabled

Keep Ω 2-1 on the overhead projector during this activity.

Basic Rights of Persons with Disabilities

- The Right to an Education
- The Right to be Informed of Your Rights-Equal Protection
- The Right to Advocacy
- The Right to an Individual Program, Plan of Care, or Education Plan
- The Right to Trained Qualified Staff
- The Right of Access to Records
- The Right to Access All Public Buildings
- The Right to Appeal Decisions-Due Process
- The Right to Freedom and Involuntary Servitude
- The Right to Accurate Assessment of Needs and Abilities
- The Right to Payment for Care
- The Right to Equal and Fair Housing
- The Right to Equal Opporunity in Employment

GROUP DYNAMICS:

Each group brings many experiences to this activity. Some participants are willing to share their personal experiences as each Right is read, some are unwilling. Encourage all groups to use the Participant Manual to write their own experiences.

Watch time during this activity. Participants can be easily distracted by the stories that group members wish to share. Encourage the groups to move along by telling them how much time remains to finish the task.

ANTICIPATED OUTCOMES:

Each group will share their examples of violation of the Rights. Note similarities between groups. Note how some examples may be blatant violations and some more subtle.

QUESTIONS FOR FURTHER DISCUSSION:

- What happens when violations against the Rights of the disabled are allowed to continue?

- How can advocacy groups help stop these violations?

Σ-3 Group Activity

Expectations and Goals for Service Providers

Keep Ω 3-1 on the overhead projector during this activity.

1. Think of 3 Service Providers that serve persons with disabilities on Guam.
2. What are some things that these providers may do that could foster dependency among consumers with disabilities?
3. What might these providers do to foster independency?
4. What GOAL should the consumer have for the provider?

GROUP DYNAMICS:

The first question will be more like a brainstorming session. Groups may think of more that just 3 providers. Encourage individuals within groups to tailor their list to what they feel are providers that are important to them. In question two, behaviors that tend to make the consumer reliant on the provider are the focus, also behavior that tends exclude the consumer from decision making should also be included. Question 3 is the "flip side" of question 2. Have groups think of how behaviors they listed in questions 2 could be restructured so that there is more consumer involvement that leads toward independency. Question 4 encourages the group to take those behaviors listed in question 3 and make them personal goals.

ANTICIPATED OUTCOMES:

This group activity will give insight into those services that consumers with disabilities most often utilize, therefore there may be much overlap between groups. When groups begin to discuss action that fosters dependency and independency, discussion on what is and is not dependent behavior may occur. It is very important that the Facilitator assist groups in discriminating between these behaviors since self advocacy requires independent decision making and action. Note how each questions builds on the next and culminates in goal setting. This sets the stage for the discussion on advocacy myths.

QUESTIONS FOR FURTHER DISCUSSION:

1. What can consumers do to become more involved in decision making when working with service providers?

2. What are some simple "guidelines" that could be followed to insure this involvement in decision making by service providers?

Σ-4 Group Activity

NON-ASSERTIVE -AGGRESSIVE - ASSERTIVE
WHICH COMMUNICATION STYLE IS MOST EFFECTIVE?

Keep **Ω 4-17** on the overhead projector during this activity.

Jose works at PUAG. He is always being teased by one of his co-workers who thinks Jose is not a very smart person. Jose hates to go to work now because his co-worker calls him names, teases him about his clothes, and criticizes his work. Jose knows he needs to do something about this co-worker. He can tell the co-worker to stop bothering him or he will report the co-worker to the Supervisor.

GROUP DYNAMICS:

Groups will tend to replicate exactly what they see listed under each communication style on the overhead slide. Encourage the groups to think of behaviors that Jose would demonstrate within a cultural context. For example, rather than clenching his fists (agressive communication style) what would a Chamoru male be most likely to do? The co-worker's gender is not given. Stimulate thinking by asking how would the communication style differ if the co-worker was a female. What would be different in the communication style?

ANTICIPATED OUTCOMES:

NON-ASSERTIVE GROUP- When the two participants who are to role play this communication style come up and present, be sure that the behavior they demonstrate clearly represent the non-assertive style. Look for downcast eyes, shuffling of the feet, and demonstrations of timidity. Ask the role players whether the behavior would be different for a female co-worker.
AGGRESSIVE GROUP- Look for table pounding, angry voice tone, and other body language that communicates aggressiveness. Role players may use some profanity in the native language to get the point across. Ask the role players whether the behavior would be different for a female co-worker.
ASSERTIVE GROUP-It is very critical that this group describe assertive behavior appropriately since this is the style that is being modeled for effective communication. Look for behavior that communicates clearly the assertive style. Standing tall, clear and calm use of voice, use of apppropriate language.

QUESTIONS FOR FURTHER DISCUSSION:

What would be different if the co-worker were older than Jose? Younger than Jose?

Workshop Evaluation Form

Directions: The Workshop Evaluation Form should be distributed at the end of the workshop. Be sure to give each participant sufficient time to complete this form before dismissal.

Consumer Self Advocacy Workshop

WORKSHOP EVALUATION

RATE THE FOLLOWING:	*Excellent*	*Good*	*Fair*	*Poor*	*BAD!*
1. Did you find the Self Advocacy Workshop useful and informative?	5	4	3	2	1
2. Did you feel you had an opportunity to interact with the Workshop Facilitator?	5	4	3	2	1
3. Did you feel you had an opportunity to interact and share with other workshop participants?	5	4	3	2	1
4. Did you feel that the workshop materials were well organized?	5	4	3	2	1
5. Was the Participant Manual helpful in learning about self advocacy?	5	4	3	2	1
6. Did you enjoy the workshop?	5	4	3	2	1

EVALUATION OF THE MODULES

MODULE ONE

7. Did you learn definitions of advocacy and self advocacy?	5	4	3	2	1
8. Did you learn the difference between advocacy and self advocacy?	5	4	3	2	1
9. Did you learn about cultural beliefs which influence attitudes toward self advocacy?	5	4	3	2	1

MODULE TWO

10.	Did you learn about the laws that gurantee the Rights of Consumers with disabilities?	5	4	3	2	1
11.	Did you learn how the Rights of Consumers could be violated?	5	4	3	2	1
12.	Was the presentation of each of the Laws and Entitlements clear and easy to understand?	5	4	3	2	1

MODULE THREE

13.	Did you learn who is a service provider or support service?	5	4	3	2	1
14.	Did you learn about advocacy myths and how they affect self advocacy for consumers with disabilities?	5	4	3	2	1
15.	Did you learn about values which promote appropriate service for consumers?	5	4	3	2	1
16.	Did you learn about natural supports to self advocacy?	5	4	3	2	1

MODULE FOUR

17.	Did you gain a better understanding of how unfair treatment can create an emotional roller coaster?	5	4	3	2	1
18.	Did you learn how important it is to have a vision and a mission for becoming a self advocate?	5	4	3	2	1
19.	Did you learn how to build your self confidence as a self advocate?	5	4	3	2	1
20.	Did you learn better ways to solve an advocacy problem?	5	4	3	2	1

21.	Did you find the presentation on effective communication useful?	5	4	3	2	1
22.	Did you learn the difference between aggressive, non-assertive, and assertive styles of communication?	5	4	3	2	1
23.	Did you find the presentation on Pacific island non-verbal communicators useful and informative?	5	4	3	2	1
24.	Did you learn how to be an assertive communicator?	5	4	3	2	1
25.	Did you learn the difference between conflict, compromise, and the process of negotiation?	5	4	3	2	1
26.	Did you have a better understanding of mediation?	5	4	3	2	1
27.	Do you know what networking is and how to use it?	5	4	3	2	1
28.	Did you learn better ways to participate in Advocacy Groups on Guam?	5	4	3	2	1
29.	Did you learn about stress and how to manage it?	5	4	3	2	1

30. DO YOU HAVE ANY COMMENTS TO MAKE ABOUT THE SELF ADVOCACY WORKSHOP? (Use the space below)

Consumer Self Advocacy

A Training Program for Individuals with Disabilities and Their Families

PARTICIPANT MANUAL

Prepared by Velma A. Sablan
Guam University Affiliated Program
September, 1995

Developed in cooperation with the Guam Developmental Disabilities Council

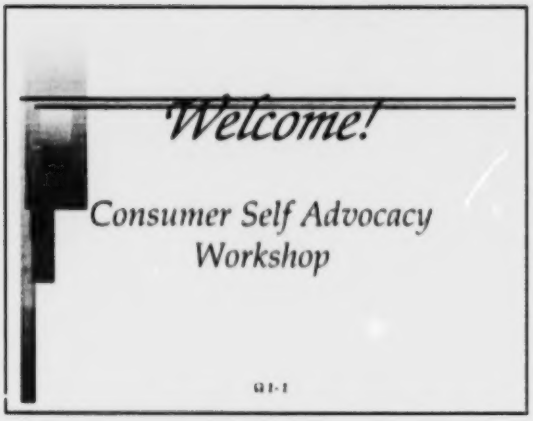
Consumer Self Advocacy

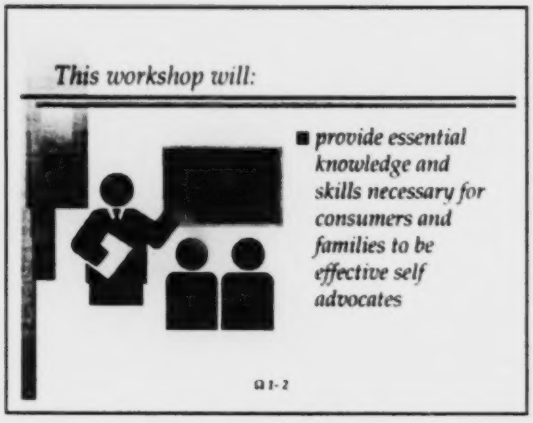
A Training Program for Individuals with Disabilities and Their Families

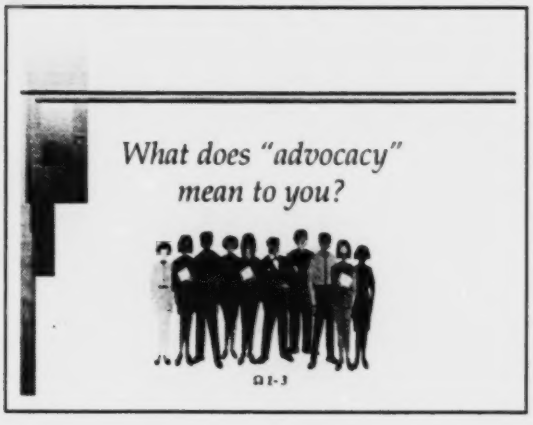
Participant Manual

Prepared by Velma A. Sablan
Guam University Affiliated Program
March 30, 1996

Module One: Self Advocacy




This workshop will:
provide essential knowledge and skills necessary for consumers and families to be effective self advocates
M1-2



Module One: Self Advocacy

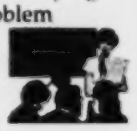
Advocacy means:

- building confidence so that consumers can help themselves as they move toward becoming independent, contributing members of society.
- bringing together many ideas, solutions, resources, tasks, and action in the effort to resolve a problem.
- knowing what rights are and helping consumers get their rights.

M1-4

Advocacy requires:

- that consumers be provided with the necessary tools for appropriate decisions and actions
- that problems are analyzed and consumers are involved in identifying areas of responsibility in problem solving.



M1-5

How is advocacy different from self advocacy?

- Advocacy describes the action of speaking out and supporting a cause.

  Self advocacy means speaking out <u>on behalf of yourself</u> and taking charge of what you want to do.

M1-6

Σ-1 Group Activity: Shared Views of Advocates and Self Advocates

Ω 1-7 A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accomodate a wheelchair and was advised to make dinner reservations elsewhere.

You are: ___ in the ADVOCATE group
___ in the SELF-ADVOCATE group

List 3 things you would do to take action against the restaurant:

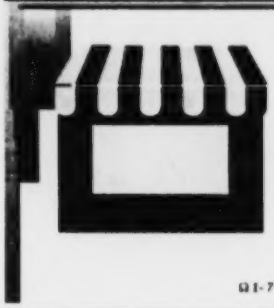
#1

#2

#3

1-3

Advocacy vs Self Advocacy



- A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accommodate a wheelchair and was advised to make dinner reservations elsewhere.

Ω 1-7

What are cultural influences that affect self advocacy on Guam?

i'manaama'si'	*the pitiful ones*
kastigon Yu'os	*God's punishment*
mannatbali	*to have no value/ worthless*
ti empottante para imanunuente	*it's not important for the pitiful innocent ones*
■ **manmamahlao**	*shameful, to have no shame*
■ **tai'mama'hlao**	*to have no shame*
■ **poin sa siya mas tumungo**	*only authorities know what is best for everyone and are not to be challenged in their decisions and actions or inactions*
■ *Otro siha?*	*Are there others?*

Ω 1-8

Consumers with disabilities become empowered when:

- they learn advocacy skills that will lead to self determination and provide opportunities to advocate for themselves in schools, community, and for job opportunities.

Ω 1-9

Consumers become empowered when:

They learn the skills to advocate for enlightened self-interest while respecting rights of others

Ω 1-10

Consumers become empowered when:

They are provided with support, effective education, information, and opportunities, especially at the local level, that are effective for all families, including culturally diverse and typically underrepresented consumer groups with disabilities

Ω 1-11

Consumers become empowered when:

They impact policy and practice by promoting partnerships and links with other parent advocacy groups, including nondisability groups.

Ω 1-12

Consumers become empowered when:

They provide opportunities for individuals to learn from each other in the policy decision-making process

M 1-13

A TEST ON SELF ADVOCACY

Answer YES (you AGREE) or NO (you DON'T AGREE) after each statement

1. We should try hard to be like someone else because being different is not good. _____

2. We should not make decision about people without really knowing them. _____

3. All human beings have the same basic human rights. _____

4. Self advocacy means letting other people make decisions for you. _____

5. Legal rights are only given to people who vote in elections. _____

6. Due process means telling you what is happening before and while it happens. _____

7. Informed consent means that you have agreed to a decision even if you do not really understand what is happening. _____

8. If you have a guardian, your right to make decision on behalf of yourself if restricted. _____

9. If you consent to being sterilized even if you don't understand the operation, you do not have a right to change your mind. _____

10. If you live in an institution, you do not have a right to say what you want because your counselor always knows what is best. _____

11. If you apply for a job and you can do the work but are not hired because of your handicap, there is nothing you can do. _____

12. If you go to a public building and cannot get up the steps to the door and there is no ramp, your rights are being violated. _____

13. If you are not receiving a public school education, it is because the school can do nothing for you, and you have no rights under the law. _____

GO ON TO THE NEXT PAGE

14. Responsible people know what their own rights are and respect the rights of others. _____

15. The first thing to do if you have a problem in getting services, is to threaten to sue the agency. _____

16. There will probably be some resistance when you try and change things that have been done a certain way for a long time. _____

17. The best type of advocacy is self advocacy. _____

18. Which of the following is self advocacy:

_____ knowing your rights.

_____ taking responsibility for your life

_____ asking for help if you want or need it

_____ standing up for your rights

_____ knowing the laws that protect your rights

You will check this test at the END of Module Two.

Basic Rights of Persons with Disabilities

- The Right to an education
- The Right to be informed of Your Rights-Equal Protection
- The Right to Advocacy
- The Right to an Individual Program, Plan of Care, or Education Plan
- The Right to Trained Qualified Staff
- The Right to Access Records
- The Right to Access all Public Buildings
- The Right Appeal Decisions-Due Process
- The Right to Freedom and Involuntary Servitude
- The Right to Accurate Assessment of Needs and Abilities
- The Right to Payment for Care
- The Right to Equal and Fair Housing
- The Right to Equal Opportunity in Employment

Ω 2-1

Group Activity

- Divide into groups
- Turn to page 2-2
- Take turns reading each Right
- Think of examples of a violation of that right
- Do group sharing

Ω 2-2

SPECIFIC LEGAL RIGHTS: Section 504 Rehabilitation Act of 1973

Requires any public or private building or service that uses public tax dollars to be accessible to citizens with disabilities. Service must be made available and physical barriers must be eliminated. All public transportation must provide for people with disabilities. Covered under this act are any post-secondary education, training, and employment programs (including colleges and universities) that receive federal funds. Students cannot be excluded from programs because of physical barriers or the absence of auxiliary aids.

Ω 2-3

$\sum$-2 Group Activity: Rights of Persons with Disabilities

DIRECTIONS: Below are the rights of all disabled persons. With your group, give an example of a violation of this right. The first one has been done for you.

•**The Right to an Education**. Every person with a disability has a right to an education that is a FREE, APPROPRIATE PUBLIC EDUCATION, in THE LEAST RESTRICTIVE ENVIRONMENT within the educational system. In Guam, education is provided to students up to the age of 21 years. The student should be encouraged to participate in as many typical activities as possible.

A deaf child is not permitted to enroll for kindergarten and is referred to a school for the deaf and hearing impaired 20 miles away from home.

•**The Right to be Informed of Your Rights-Equal Protection**. Each agency that deals with persons with a developmental disability must inform them of their rights in a way that is fully understandable by the person and/or their family. For example, if an individual speaks only Chamoru then their rights must be explained in Chamoru. Of, if a person cannot read, then their rights must be explained in a manner the individual can understand.

•**The Right to Advocacy**. Each person has the right to have legal, civil, and human rights recognized.

•**The Right to an Individual Program, Plan or Care, or Education Plan**. Each person must have a program plan that is observable, understandable, and tailor made to fit the strengths and desires of the person and their family.

•**The Right to Trained Qualified Staff**. Each person has the right to have qualified, certified, and/or licensed teachers, job coaches, and providers. Staff should have proper training and experience to plan and implement programs for persons with developmental disabilities.

•**The Right of Access to Records**. Each person has the right to complete and accurate records. All agencies must recognize the rights of parents and/or the individual to access all public records.

•**The Right to Access All Public Buildings**. Each person has the right to access any buildings developed by public funds.

•**The Right to Appeal Decisions-Due Process**. All persons have the right to challenge decisions made by any public agency.

•**The Right to Freedom and Involuntary Servitude**. If work is performed, each person shall be paid according to fair labor and wage legislation. Paying a disabled person less than fair wages is a violation of this right.

•**The Right to Accurate Assessment of Needs and Abilities**. Each public agency must perform accurate assessments in a timely and regular manner.

•**The Right to Payment for Care**. Each person has the right to affordable or reduced costs for all health care.

•**The Right to Equal and Fair Housing**. No person shall be denied housing on the sole basis of a disability.

•**The Right to Equal Opportunity in Employment**. If one's disability does not affect work performance then it is discriminatory to deny employment.

The Americans with Disabilities Act (ADA) PL 101-336

This new law prohibits discrimination against adults and children with disabilities in employment, public services, public accommodations, and transportation, and provides for telecommunication relay services. The law requires that auxiliary aids and services be provided for individuals to have an equal opportunity to participate in the community. In addition, physical barriers must be removed for alternative access provided. In essence, this legislation opens all public buildings and programs to individuals with disabilities and promotes unlimited community integration opportunities. Private clubs and religious organizations are exempt from these requirements and there is language in the law to avoid "undue burdens" to businesses as they comply with the law.

Ω 2-4

Education of All Handicapped Children Act (PL 94-142)

Establishes the right of all children to a free appropriate public education. It requires that education be provided with related services in the least restrictive environment appropriate for each child as specified in the child's individualized education plan (IEP), which must be written with the involvement and consent of parents. Due process rights are included in this law.

Ω 2-5

Individuals with Disabilities Education Act (IDEA) PL 101-476

Expands and redefines the concept of transition to include a definite outcomes-oriented process that promotes movement from school to post-school activities. The coordinated set of activities must be based on the individual's needs, taking into account the student's preferences and interests. Activities include instruction, community experiences, the development of employment and other post-school living objectives, and when appropnate, acquisition of daily living skills and a functional vocational evaluation. Transition planning is to begin no later tha 16 years of age.

Ω 2-6

The Developmental Disabilities Assistance and Bill of Rights Act (PL 100-146)

This act and its amendments define developmental disabilities and required services. Included is a requirement that every state have a council to plan and advocate for, and to monitor the delivery of services, to people with developmental disabilities (Developmental Disabilities Council) and a protection and advocacy system (P&A). There are many problems that may be dealt with by such a system including employment discrimination, the right to education, transportation and building accessibility, guardianship, adult protective services and relation of people from institutions. This act includes a listing of rights primarily dealing with treatment and services for people with developmental disabilities.

Ω 2-7

1986 Amendments (PL 99-457) Part B (Sec. 619)

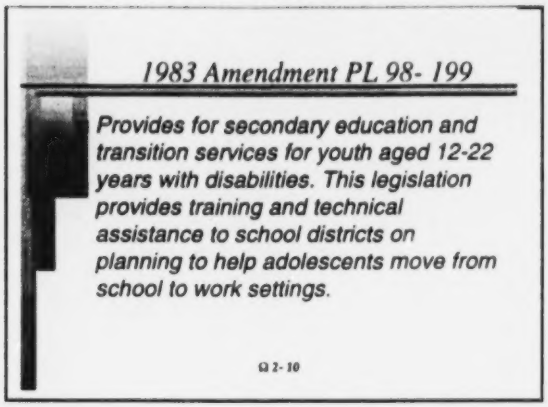
Carries the guarantees under PL 94-142 down to children from ages 3 - 5 years. As with 94-142 the local school districts have authority for implementing this law.

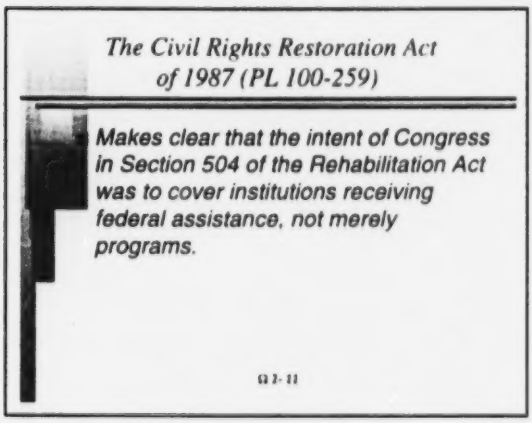
Ω 2-8

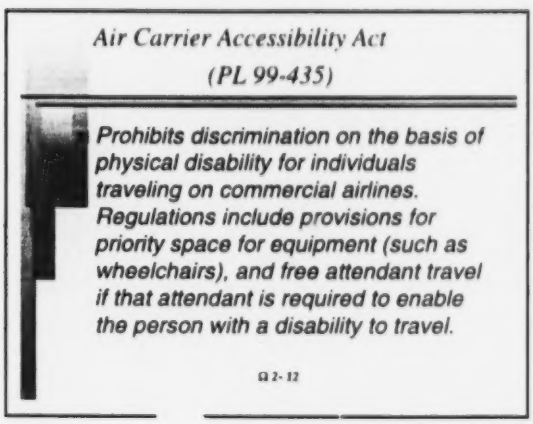
1986 Amendment (PL 99-457) Part H

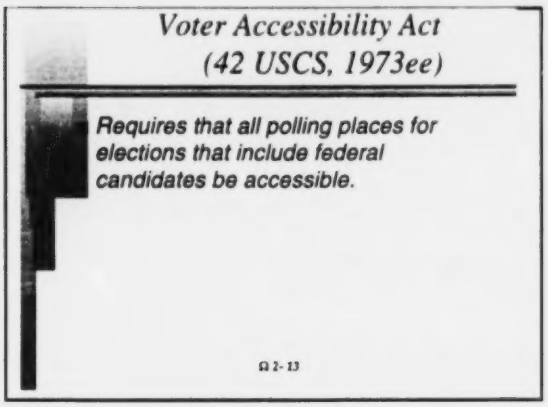
Outlines services for infants and toddlers from birth to age three. There are some major differences from the requirements for children 3-21 years of age, including an individualized plan for the family (not just for the child) and mandated case management services.

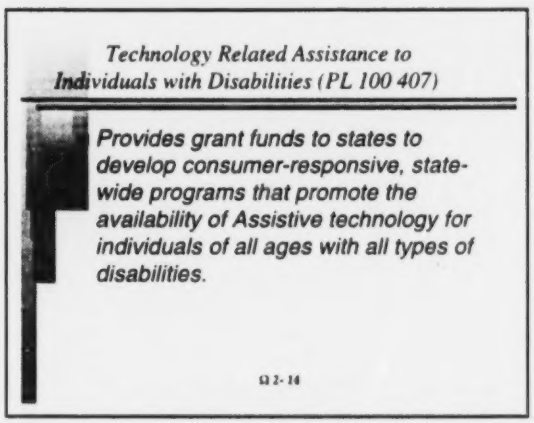
Ω 2-9


1983 Amendment PL 98- 199
Provides for secondary education and transition services for youth aged 12-22 years with disabilities. This legislation provides training and technical assistance to school districts on planning to help adolescents move from school to work settings.
Ω 2- 10


The Civil Rights Restoration Act of 1987 (PL 100-259)
Makes clear that the intent of Congress in Section 504 of the Rehabilitation Act was to cover institutions receiving federal assistance, not merely programs.
Ω 2- 11


Air Carrier Accessibility Act (PL 99-435)
Prohibits discrimination on the basis of physical disability for individuals traveling on commercial airlines. Regulations include provisions for priority space for equipment (such as wheelchairs), and free attendant travel if that attendant is required to enable the person with a disability to travel.
Ω 2- 12


Voter Accessibility Act
(42 USCS, 1973ee)
Requires that all polling places for elections that include federal candidates be accessible.
Ω 2-13


Technology Related Assistance to Individuals with Disabilities (PL 100 407)
Provides grant funds to states to develop consumer-responsive, statewide programs that promote the availability of Assistive technology for individuals of all ages with all types of disabilities.
Ω 2-14

Answers Key to
Self Advocacy Test on
page 1-7 & 1-7

1. No
2. Yes
3. Yes
4. No
5. No
6. Yes
7. No
8. Yes
9. No
10. No
11. No
12. Yes
13. No
14. Yes
15. No
16. Yes
17. Yes
18. All

Answer Key to
Matching Game on
page 2-8

1. C
2. G
3. A
4. B
5. F
6. E
7. H
8. D
9. I

Module Three: Self Advocacy

What are service providers or support services?

Service providers or support services include board of directors, councils, advisory boards, task forces, committees, sub-committees, leadership trainers, conference organizers, workshop organizers, chapters, advocacy groups, village associations, or other local or national groups.

Ω 3-1

Advocacy Myths

- Advocacy is taking over for consumers with disabilities and making all decisions for them.
- Advocacy means reinforcing feelings of helplessness and dependency.
- Advocacy means keeping consumers uninformed about their rights, making them rely on the service for everything.
- Advocacy means discouraging consumers with disabilities from becoming actively involved.
- Advocacy means making excuses for unavailability or inadequacy of services.
- Advocacy means controlling consumers with disabilities.
- Advocacy means accepting the status quo when legislation is not implemented.

Ω 3-2

More Advocacy Myths

- Advocacy means seeking individual solutions to group problems.
- Advocacy means denying the existence of problems that are reported.

- Advocacy means filing a lawsuit as a first approach to a problem.
- Advocacy means interceding on behalf of consumers who can help themselves.
- Advocacy means ignoring appropriate channels when trying to get services.

Ω 3-3

Service Providers or Support Services for
Persons with Disabilites on Guam

Think of 3 Service Providers or Support Services that serve persons with disabilities on Guam.

1. _____

2. _____

3. _____

What are some things that these providers may do that could foster dependency among consumers with disabilities?

1. _____

2. _____

3. _____

What might these providers do to foster independency?

1. _____

2. _____

3. _____

What GOAL should the consumer have for the provider?

1. _____

2. _____

3. _____

Advocacy Myths

Tell how each myth can create problems for both consumers with disabilities and service providers or support services. Check off each column as it is discussed with the group.

MYTH	Consumers	Service Providers
•Advocacy is taking over for consumers with disabilities and making all decisions for them.		
•Advocacy means reinforcing feelings of helplessness and dependency.		
•Advocacy means keeping consumers uninformed about their rights, making them rely on the service for everything.		
•Advocacy means discouraging consumers with disabilities from becoming actively involved.		
•Advocacy means making excuses for unavailability or inadequacy of services.		
•Advocacy means controlling consumers with disabilities		
•Advocacy means accepting the status quo when legislation is not implemented.		
•Advocacy means seeking individual solutions to group problems.		
•Advocacy means denying the existence of problems that are reported.		
•Advocacy means filing a lawsuit as a first approach to a problem.		
•Advocacy means interceding on behalf of consumers who can help themselves.		
•Advocacy means ignoring appropriate channels when trying to get services.		

§ Values That Promote/Support Appropriate Services

Directions: The words in bold type are particularly important in understanding each of the values that support appropriate service. Describe in your own words what each values means to you.

•Consumers with disabilities must have a **meaningful voice** in their own affairs and in all decisions made on their behalf as citizens.

•Consumers with disabilities have the **right to make choices** in all areas of their lives.

•Consumers with disabilities must feel **free to express their views** and be given the opportunity to communicate in whatever form they choose.

•Consumers with disabilities are entitled to the supports they need to assure their **full participation in any decision-making**.

•Consumers with disabilities are **equal** and have the same legal and human rights as everyone else.

•Consumers with disabilities should be treated with **respect and dignity**.

Values That Promote/ Support Appropriate Services

- Consumers with disabilities must have a meaningful voice in their own affairs and in all decisions made on their behalf as citizens.
- Consumers with disabilities have the right make choices in all areas of their lives.
- Consumers with disabilities must feel free to express their views and be given the opportunity to communicate in whatever form they choose (e.g.sign language)

Ω 3-4

Values That Promote/ Support Appropriate Services

- Consumers with disabilities are entitled to the supports they need to assure their full participation in any decision making.
- Consumers with disabilities are equal and have the same legal and human rights as everyone else.
- What are the values that promote/support appropriate services?
- Consumers with disabilities should be treated with respect and dignity

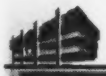
Ω 3-5

Natural Supports to Self Advocacy: PEOPLE

People who consumers already know and can provide support:

- relative
- friend
- partner
- spouse
- advocate
- sibling
- peer
- neighbor
- volunteer
- paid staff person

Ω 3-6



Natural Supports to Self Advocacy: AGENCIES

- DVR
- Client Assistance Program
- The Protection and Advocacy for Individual Rights Program
- Banks
- Guam Police Dept.
- Attorney General's Office
- Guam Advocacy Office
- The Protection and Advocacy for Assistive Technology Program

Q3-7

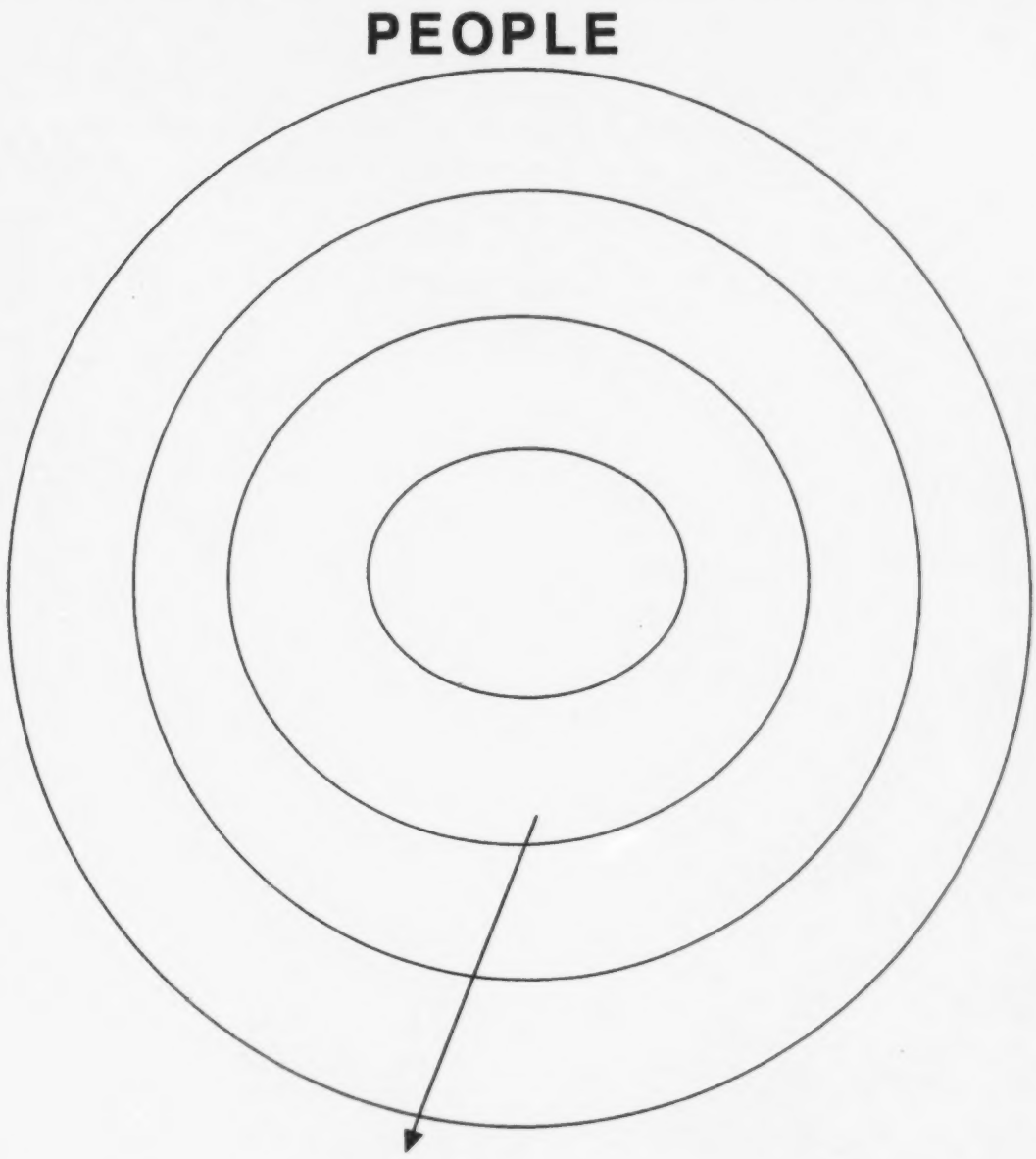
Natural Supports to Self Advocacy: AGENCIES

- Village Church/Ministries
- Village Mayor's Office
- Dept.. of Education
- Protection and Advocacy for persons with Developmental Disabilities
- Guam Memorial Hospital (GMH)
- Others?

Q3-8

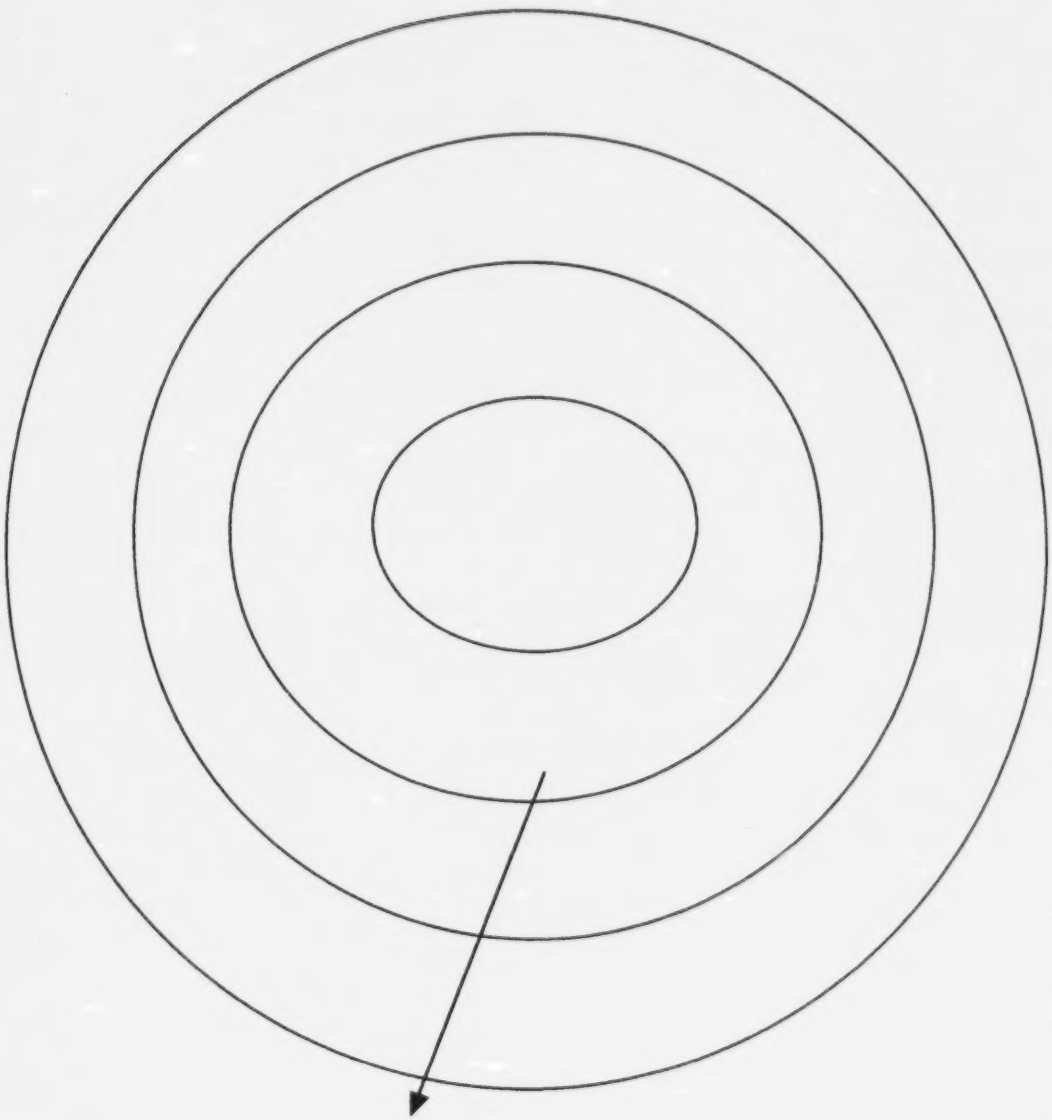
Circles of Natural Support

DIRECTIONS: Put your name in the center circle. In the next circle (s), list those individuals you would most likely call upon for support if you needed it.



Those closest to you go in the inner circles, with the outer circle listing those who are close to you, but not as likely to be called upon for support.

AGENCIES

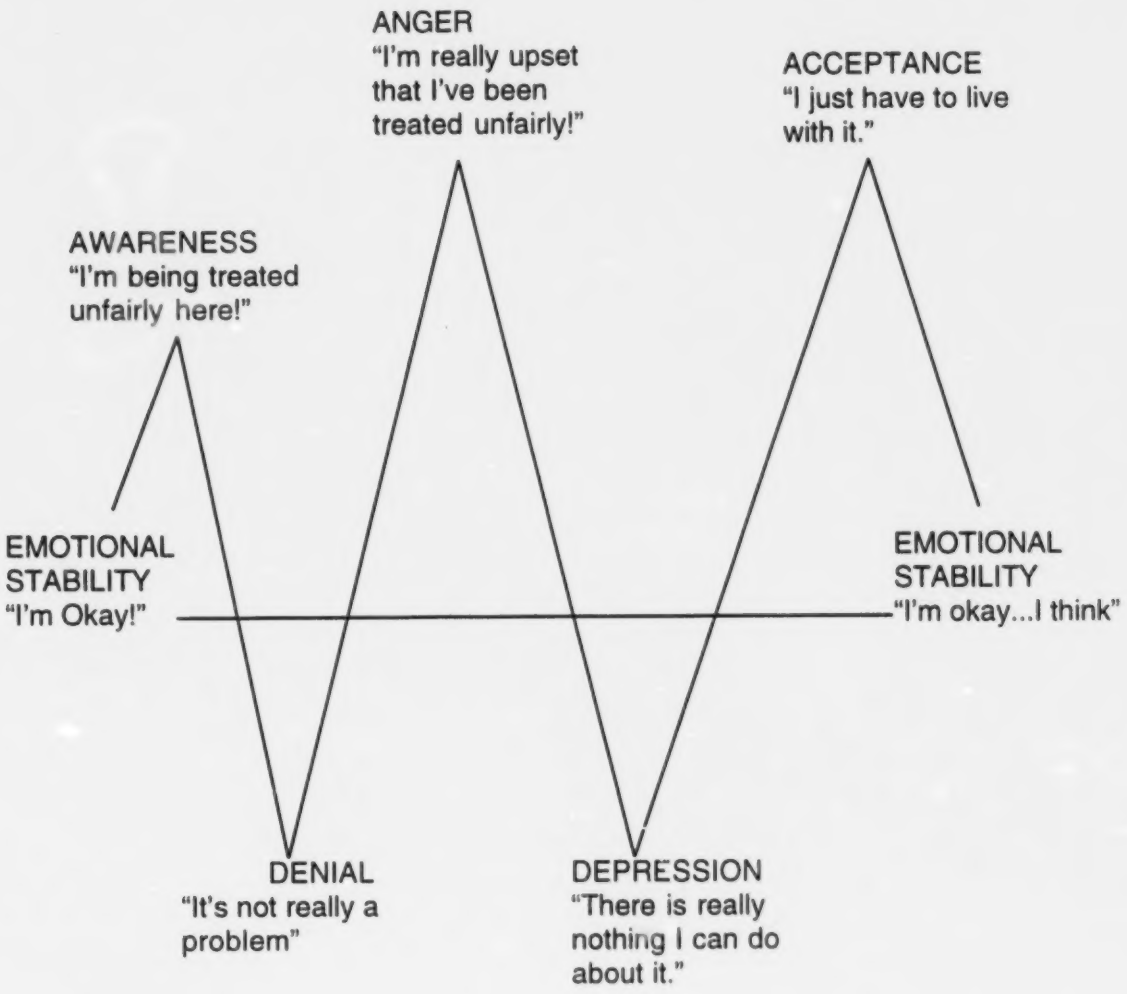


YOU

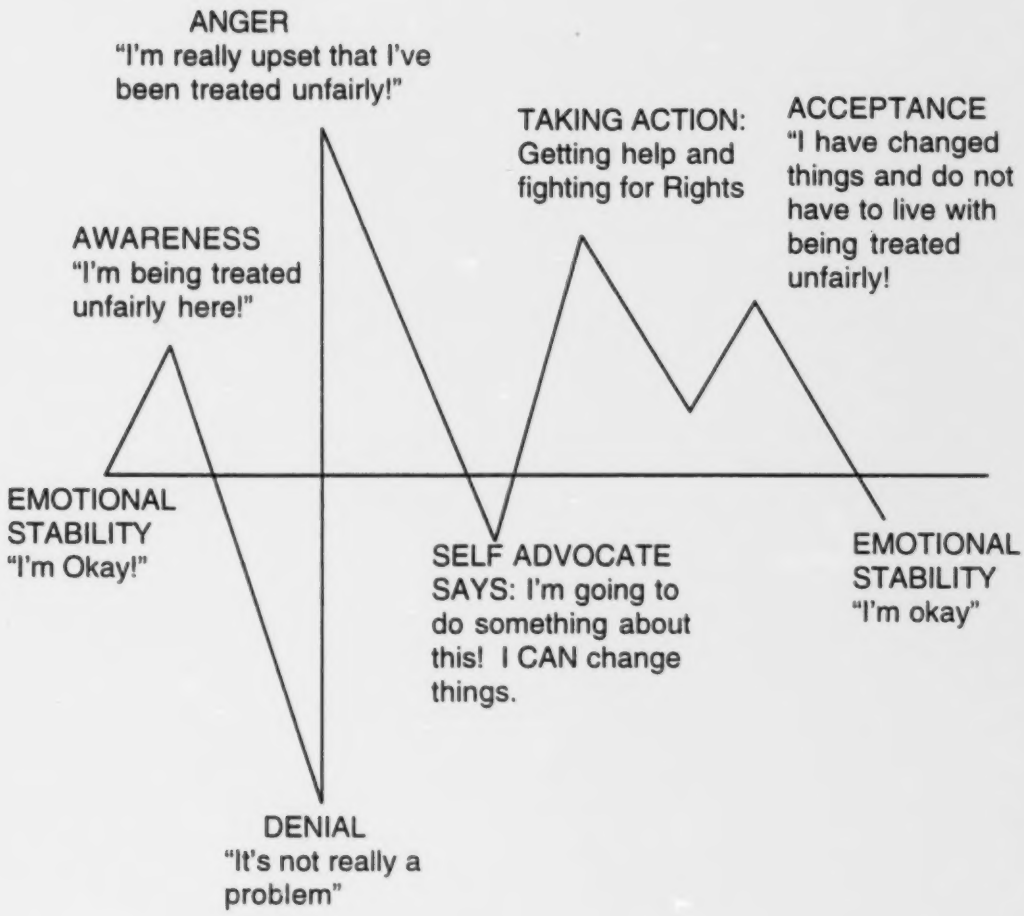
Those agencies you would go to for support go in the inner circles, with the outer circle listing agencies you would least likely to go to for support.

3 - 8

§ THE EMOTIONAL ROLLER COASTER WHEN TREATED UNFAIRLY



THE EMOTIONAL ROLLER COASTER: UNFAIRNESS AND SELF ADVOCACY


ANGER
"I'm really upset that I've been treated unfairly!"
TAKING ACTION: Getting help and fighting for Rights
ACCEPTANCE
"I have changed things and do not have to live with being treated unfairly!
AWARENESS
"I'm being treated unfairly here!"
EMOTIONAL STABILITY
"I'm Okay!"
SELF ADVOCATE SAYS: I'm going to do something about this! I CAN change things.
EMOTIONAL STABILITY
"I'm okay"
DENIAL
"It's not really a problem"

Creating a Vision & a Mission of Effective Self Advocacy

- (1) Develop a vision of the skills needed to be an effective self advocate. This will become the road map for getting there.
- (2) Get excited and involved in the process of creating a vision of what it will feel like to be an effective self advocate.
- (3) The vision of being an effective self advocate will create order in reaching the vision
- (4) As skills are learned and practiced, the vision becomes real and it will help us become more confident and trusting in reaching the vision
- (5) By sharing a vision of an effective self advocate, we provide the criteria for successfully reaching our goal.

Ω4- 1

Skills Needed for Self Advocates

- **Self Confidence**
- **Effective Communication and Interpersonal Skills**
- **Networking**
- **Developing Problem Solving Skills**
- **Preparing for and Participating in Group Meetings**
- **Knowing When and How to Use Mediation**
- **Knowing How to Use the Legal System**
- **Managing Stress When the Need Arises**

Ω4- 2

What Words do YOU use to describe yourself?

- adaptable
- argumentative
- assertive
- attentive
- anxious
- angry
- bright
- bossy
- calm
- confrontive
- cool
- confused
- demanding
- distant
- determined
- dumb
- dutiful
- easy
- effective
- edgy
- embarrassed
- friendly
- forceful
- frightened
- ferocious
- groaner
- good-natured
- happy
- horrible
- independent
- ignorant
- kind
- lollipy
- loyal

Ω4- 3

BUILDING SELF CONFIDENCE

Circle the words you would use to describe yourself.

adaptable	easy	lazy	stupid
argumentative	effective	motivator	silly
assertive	edgy	mean	smart
attentive	embarrassed	merciful	supportive
anxious	friendly	merry	talented
angry	forceful	needy	tough
bright	frightened	neat	terrible
bossy	ferocious	negligient	useful
calm	groaner	orderly	useless
confrontive	good-natured	obstinate	verbal
cool	happy	people-oriented	vicious
confused	horrible	perfectionistic	wasteful
demanding	independent	pushy	wonderful
dependable	ignorant	quick	youthful
distant	kind	quarrelsome	yeller
determined	killjoy	respectful	zany
dumb	loyal	resentful	zero
dutiful	loser	reliable	zippy

How many words did you circle? _____
How many were positive words? _____
How many were negative words? _____
Turn to page 4-4 and find out which words are positive and negative.

Positive and Negative Descriptors

+adaptable	+easy	-lazy	-stupid
-argumentative	+effective	+motivator	-silly
+assertive	-edgy	-mean	+smart
+attentive	-embarrassed	+merciful	+supportive
-anxious	+friendly	+merry	+talented
-angry	-forceful	-needy	-tough
+bright	-frightened	+neat	-terrible
-bossy	-ferocious	-negligient	+useful
+calm	-groaner	+orderly	-useless
-confrontive	+good-natured	-obstinate	+verbal
+cool	+happy	+people-oriented	-vicious
-confused	-horrible	-perfectionistic	-wasteful
-demanding	+independent	-pushy	+wonderful
+dependable	-ignorant	+quick	-whiner
-distant	+kind	-quarrelsome	+youthful
+determined	-killjoy	+respectful	-yeller
-dumb	+loyal	-resentful	+zany
+dutiful	-loser	+reliable	-zero

What words do YOU use to describe yourself?

- loser
- lazy
- motivator
- mean
- merciful
- merry
- needy
- neat
- negligent
- orderly
- obstinate
- people-oriented
- perfectionistic
- pushy
- quick
- quarrelsome
- respectful
- resentful
- reliable
- stupid
- silly
- smart
- supportive
- talented
- tough
- terrible
- useful
- useless
- verbal
- vicious
- wasteful
- wonderful
- whiner
- youthful

yeller
zany
zero

Ω4- 4

Keys to Building Self Confidence:

Start replacing negative thoughts about yourself with positive thoughts

Don't depend on others to convince you how good you are

- *Tell yourself that you are a good person- Convince yourself!*
- *Spend more time with people who give you good strokes about yourself*
- *Limit your time with people who give you negative strokes*

Ω4- 5

Developing Problem Solving Skills:

1. *Have a clear understanding of the problem-Write it down.*
2. *Know your rights--review the laws that guarantee fair treatment*
3. *Get help from others who have information and can provide support*
4. *Write down what you want to see happen step by step*
5. *Get moral support from a friend or an advocacy group*
6. *Take Action!*

Ω4- 6

Non-verbal Pacific Island Communication Signals

In most Pacific island cultures, non-verbal communication is very powerful. Communication can be lively or come to a quick halt by the use or misuse of non-verbal signals. It is important to understand the use of 5 key non-verbal communicators in Pacific island cultures.

Ω4- 7

Pacific island non-verbal communicators

- 1. EYES
- 2. EYEBROWS
- 3. USE OF SILENCE
- 4. HAND GESTURES
- 5. FACIAL EXPRESSIONS

Ω4- 8

Non-verbal communicators in Pacific Island cultures: EYES

EYES -In many Pacific island cultures, the use of the eyes are very powerful. It is not unusual for Pacific islanders to look away when you are talking to them. It does not mean that they are disinterested or are not listening. It often means they respect what you are saying and who you are, especially if you are an older person. Never force a Pacific islander to look at you straight in the eyes when you or they are talking. This will only end the conversation

Ω4- 9

Non-verbal communicators in Pacific Island cultures: EYEBROWS

- *EYEBROWS-Eyebrows communicate messages in Pacific island cultures! When a listener raises his/her eyebrows when someone else is talking, it often means the person agrees with you. It is a signal of affirmation. Do not consider this a sign that you are not being taken seriously.*

Ω4- 10

Non-verbal communicators in Pacific Island cultures: USE OF SILENCE

USE OF SILENCE-This is one of the most difficult non-verbal communicators that Western cultures have trouble understanding. When a Pacific islander is silent and does not respond during a group discussion, it can mean one of three things. Here is what it can mean and what you can do:

Ω4- 11

Non-verbal communicators in Pacific Island cultures: USE OF SILENCE

MEANING:

1. *The person does not agree with you and may not be willing to tell you this.*
2. *The person is allowing what you have said to "sink in"*
3. *The person respects you and would not think of interrupting you as this would be a sign of disrespect.*

WHAT YOU CAN DO:

- *Ask "What do you think?*
- *Give the person time and wait a few moments to see if the person gives a comment or asks a question.*
- *Ask a YES-NO question so that the person only has to nod or shake his/her head.*
- *A long silent pause does not necessarily mean that the person does not understand you!*

Ω4- 12

Non-verbal communicators in Pacific Island cultures: HAND GESTURES

HAND GESTURES-large hand gestures are often considered aggressive, even if the intention is not to be aggressive. Using large hand gestures can frighten the listener or discourage interactive communication. In Chamoru culture, these gestures can cause a person to be **espantao** which means "to be disturbed or upset"

Ω4- 13

Non-verbal communicators in Pacific Island cultures: FACIAL EXPRESSIONS

FACIAL EXPRESSIONS: As in any culture, facial expressions during interactive communication can enhance or discourage both speaker and listener. The Pacific island cultures are no different. Here are some to be aware of:

- Blank Stares-(no expression) does not necessarily mean the person isn't paying attention
- Frowning and furrowed eyebrows-does not mean disagreement but being immersed in thought about what is being said.
- Constant Smiling-during communication can mean total disagreement or the person isn't paying attention to what is being said.

Ω4- 14

Three important ways we communicate what we want, feel, or need:

- 1. Non-assertive
- 2. Aggressive
- 3. Assertive

Ω4- 15

Being NON-ASSERTIVE when you communicate is when you:

- Do not stand up for what you know is best for you
- Do not stand up for your human rights
- Do not let other people know what you want
- Let other people decide what is best for you.
- Let people walk all over you.
- BEING NON-ASSERTIVE IS NOT A GOOD WAY TO COMMUNICATE

Ω4- 16

Being AGGRESSIVE when you communicate is when you:

- Want to WIN at any cost.
- You are pushy and do not want to listen to anybody!
- Put others down
- Walk all over people
- Don't listen or respect other people's feelings or opinions.
- BEING AGGRESSIVE IS NOT A GOOD WAY TO COMMUNICATE

Ω4- 17

Being ASSERTIVE when you communicate is when you:

- Stand up for what you know is best for you
- Stand up for your rights
- Make sure other people understand what you need or want
- Openly and honestly express your opinions and feelings
- Respect other people's rights and opinions
- Listen to other people.
- BEING ASSERTIVE IS A GOOD WAY TO COMMUNICATE!

Ω4- 18

How you tend to LOOK when you communicate

NON-ASSERTIVE
- you stand slumped down
- you look at the floor
- you mumble

AGGRESSIVE
- you stand too close to people
- you clench your fists
- you shout too loudly

Ω4- 19

How you tend to LOOK when you communicate

ASSERTIVE
- you stand tall
- you look at people
- you speak clearly

Ω4- 20

How other people SEE you:

NON-ASSERTIVE
- wishy-washy
- little
- not able to make decisions
- always needing help
- childish*

AGGRESSIVE
- troublemaker
- childish
- loudmouth
- immature
- inappropriate

Ω4- 21

How other people SEE you:

ASSERTIVE

- *capable*
- *able to make decision*
- *independent*
- *honest*
- *adult*

Ω4- 22

ASSERTIVENESS has four parts:

1. *Make a decision. Know what you want*
2. *Say what you want so that the other person understands*
3. *Remember, the other person may disagree. You may not get your way.*
4. *Listen and respect the other person.*

Ω4- 23

Conflict, Compromise, and Negotiating

- *CONFLICT-means there is a strong disagreement. Sometimes even when everybody wants to work together to solve a problem, people get into conflict. If we are not able to get what we want or need, even though we have been assertive, we are in conflict.*
- *COMPROMISE-means that both sides **give up some** of what they want, **to get some** of what they want. This means we can't get all that we want but we can get some of what we want by giving up something else.*
- *NEGOTIATE-means working together to find a solution that can be agreed on by everyone involved. Communicating effectively and compromising where necessary lead to successful negotiation.*

Ω4- 24

$\sum$-4 Group Activity:

NON-ASSERTIVE -AGGRESSIVE - ASSERTIVE
WHICH COMMUNICATION STYLE IS MOST EFFECTIVE?

Groups Assignment (check one)

_____Non-assertive Group
_____Aggressive Group
_____Assertive Group

SELECT TWO PEOPLE WHO WILL ROLE PLAY JOSE AND THE CO-WORKER

Jose works at PUAG. He is always being teased by one of his co-workers, who thinks Jose is not a very smart person. Jose hates to go to work now because his co-worker calls him names, teases him about his clothes, and criticizes his work. Jose knows he needs to do something about this co-worker. He can tell the co-worker to stop bothering him or he can report the co-worker to the Supervisor.

Depending on which group you are assigned to, describe with your group, HOW Jose will communicate to the co-worker. What will he say? How will he come across to the co-worker?

How will Jose LOOK when he communicates in this way? Describe his appearance to the co-worker when he tries to tell the co-worker that he does not like being tease

Who are 5 people that Jose could include in his network that could help him with his problem on the job?

MEDIATION

Mediation - is a meeting that takes place to try and settle a problem before legal action is taken. At a mediation conference a third person who has no knowledge or interest in the problem (impartial) tries to help bring both sides to some agreement.

04- 25

TAKING LEGAL ACTION

Get free legal help by contacting
Office of the Public Defender
The American Civil Liberties Union

- *The Guam Bar Association*
- *Office of the Attorney General*
- *Others will be reviewed in Module Five which are specifically for advocates*

04- 26

NETWORKING

What is "networking?"
NETWORKING is getting to know others who can help with a problem. It means knowing people who have special skills or knowledge who can support you. It means that you make a special effort to have these people get to know you.

04- 27

NETWORKING is like "going fishing"

- How many fish can you catch with a fishing rod?
- How many fish can you catch with a fishing net?
- How is networking like fishing?

Ω4- 28

How Do You NETWORK?

- Get to know people in the community who could be an important resource person who can help with your problem.
- Know their names, where they are located, and how they can be contacted.
- Make it a point to meet these people. Make an appointment if needed.
- Take the time to talk to them about your particular situation or problem.
- Follow up your meeting with a phone call.

Ω4- 29

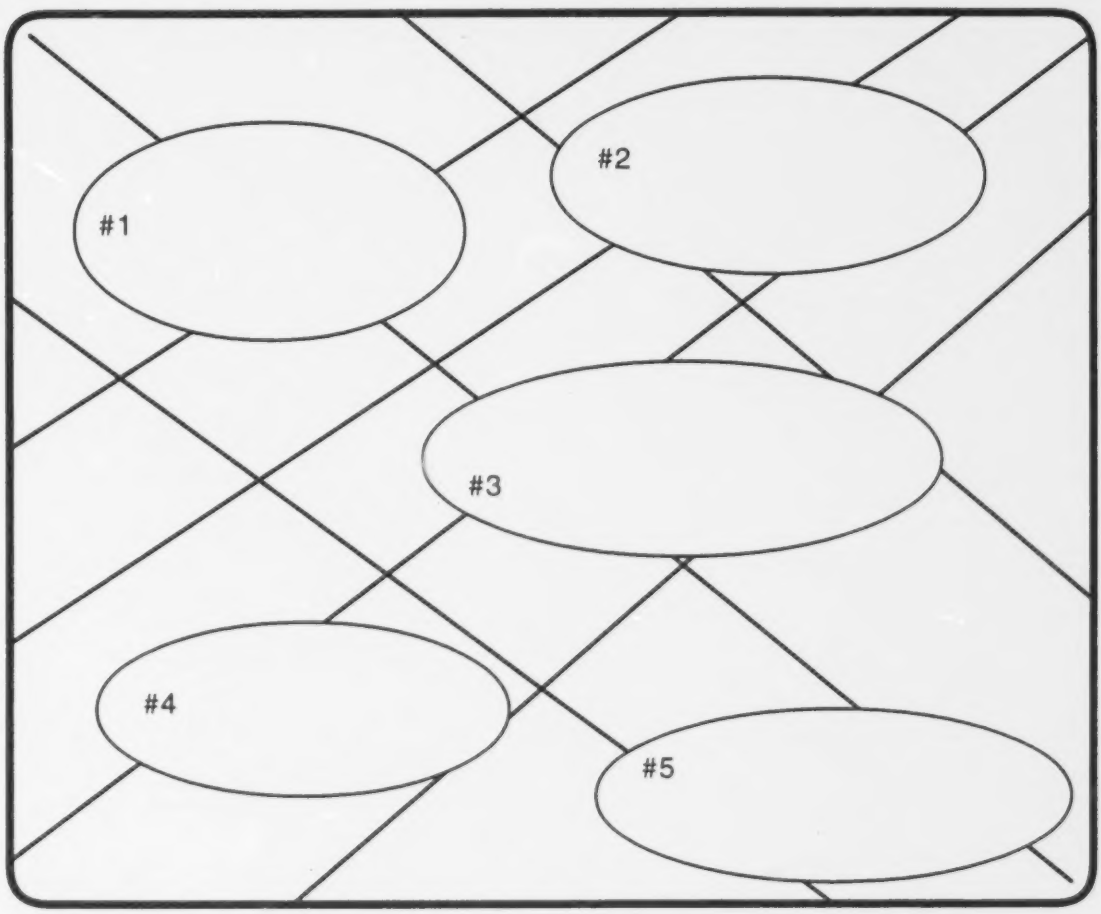
Things to Consider BEFORE Participating in an Advocacy Group

- Be sure you understand why you want to be involved in the advocacy group.
- Find out what the rules for the group are. Where and when do they meet? How do you get an agenda for meetings?
- What basic support will the group provide?
- Can you get reading materials?
- Do you feel comfortable with the group?
- Will the group provide you support that you need to be an effective ... equal member?

Ω4- 30

§ Brainstorming a Network

Who are 5 people that Jose could include in his network that could help him with his problem on the job?



Guidelines for Participating in an Advocacy Group

- Know the rules of the group
- Listen carefully to what is happening at the meetings
- If you dont' understand something, ask questions
- Speak out before a vote or a final decision is made
- Keep your group materials and notes together
- When you speak , STAY ON THE TOPIC
- Listen to everyone with respect
- Be assertive if you feel you are not being treated like an equal and/or being listened to with respect
- Remember you are a team player
- Come to meetings with a clean appearance
- Have fun being a member

Ω4- 31

Do you think you are under stress?

Turn to the Stress Test in your Participant Manuals and find out!

Ω4- 32

o you think you are managing your stress level well?

Take the Stress Management Test in your Participant Manuals and find out

Ω4- 33

STRESS MANAGEMENT: SOCIOLOGICAL LIFE CONTEXT
POTENTIAL SOURCES OF STRESS

The Holmes-Rahe Social Readjustment Scale

1.	_____	100	Death of a spouse
2.	_____	88	Death of a family member
3.	_____	73	Divorce
4.	_____	65	Marital separation/Termination of a relationship
5.	_____	63	Prison sentence
6.	_____	53	Serious injury
7.	_____	50	Marriage
8.	_____	47	Fired from job
9.	_____	45	Marital reconciliation
10.	_____	45	Retirement
11.	_____	44	Serious health problem
12.	_____	40	Pregnancy
13.	_____	39	Sexual problems
14.	_____	39	Birth in family
15.	_____	39	Business readjustment
16.	_____	39	Serious financial problems
17.	_____	37	Death of a friend
18.	_____	36	Change to a new job
19.	_____	35	Serious adjustment with spouse/significant other
20.	_____	33	Assume a large debt
21.	_____	29	Child moves out of home
22.	_____	29	Trouble with in-laws
23.	_____	28	Personal Achievement
24.	_____	26	Spouse changes jobs
25.	_____	26	Non-injury car accident
26.	_____	25	Living conditions change
27.	_____	24	Change personal habit
28.	_____	23	Trouble on the job
29.	_____	20	Change of job routine
30.	_____	20	Move to a new residence
31.	_____	20	Change Schools or your Major
32.	_____	19	Change in recreation
33.	_____	19	Church activity change
34.	_____	18	Social activity changes
35.	_____	17	Debt problems
36.	_____	16	Sleep problems
37.	_____	15	Family activity change
38.	_____	15	Eating habits change
39.	_____	13	Vacation
40.	_____	12	Holiday Season
41.	_____	11	Minor law violation
42.	_____	10	Coming to this class!

Add up your Total Points: _____

SCORE CATEGORY	RISK OF ACQUIRING AN ILLNESS WITHIN 2 YEARS
150-250	1 in 10 (normal risk)
251-350	3 in 10 (above average risk)
351 & above	9 in 10 (high risk)

STRESS MANAGEMENT TEST

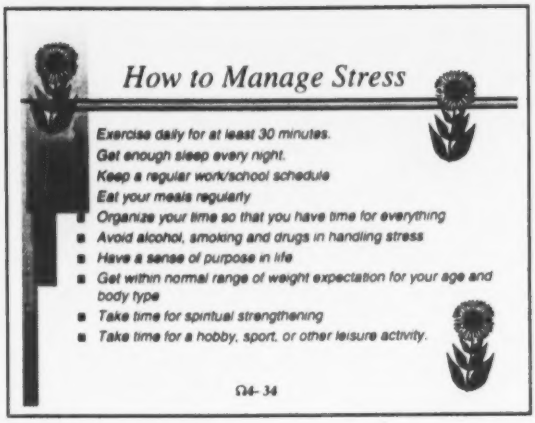
Circle the number on the right that corresponds to how strongly you feel about each statement:

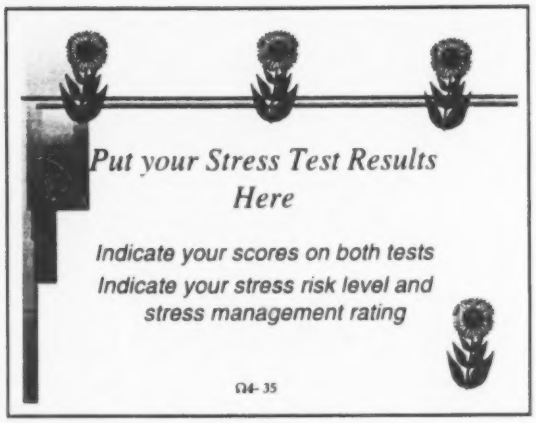
5	Always Happens
4	Almost Always Happens
3	Sometimes Happens
2	Rarely Happens
1	Never Happens

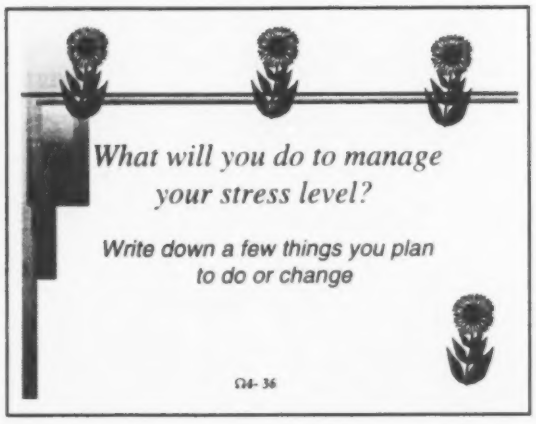
1. I exercise at least 30 minutes; 3 times a week.	5	4	3	2	1
2. I average between 7-8 hours of sleep very night.	5	4	3	2	1
3. I have a consistent job/work schedule.	5	4	3	2	1
4. I have a consistent nighttime sleep pattern.	5	4	3	2	1
5. I feel good about my present job situation	5	4	3	2	1
6. I have a regular meal schedule	5	4	3	2	1
7. I am in good overall health.	5	4	3	2	1
8. I plan, organize, and use my time effectively.	5	4	3	2	1
9. I feel good about the relationship I have with my partner	5	4	3	2	1
10. I drink LESS THAN 5 alcoholic beverages per week.	5	4	3	2	1
11. I avoid smoking cigarettes.	5	4	3	2	1
12. I avoid getting high on any form of drugs	5	4	3	2	1
13. I drink decaffeinated coffee, sodas, etc.	5	4	3	2	1
14. I have several close friends who I can talk to about personal problems	5	4	3	2	1
15. I am able to live on less than I earn.	5	4	3	2	1
16. I have a sense of purpose and direction in life.	5	4	3	2	1
17. I am at the right weight for my height	5	4	3	2	1
18. I have a healthy diet and avoid foods high in fat, sugar, and cholesterol.	5	4	3	2	1
19. I receive strength from my religious beliefs.	5	4	3	2	1
20. I regularly set aside personal time for hobbies, to play sports, etc.	5	4	3	2	1

TOTAL SCORE: _____

Above 85:	Excellent stress management
70-80:	Good stress management
Below 70:	Improvement in stress management needed


How to Manage Stress
Exercise daily for at least 30 minutes.
Get enough sleep every night.
Keep a regular work/school schedule
Eat your meals regularly
Organize your time so that you have time for everything
Avoid alcohol, smoking and drugs in handling stress
Have a sense of purpose in life
Get within normal range of weight expectation for your age and body type
Take time for spiritual strengthening
Take time for a hobby, sport, or other leisure activity.
Ω4- 34


Put your Stress Test Results Here
Indicate your scores on both tests
Indicate your stress risk level and stress management rating
Ω4- 35


What will you do to manage your stress level?
Write down a few things you plan to do or change
Ω4- 36

Module Five: Self Advocacy

MODULE FIVE:
Services Available on Guam

Inayudu: Setbisio Siha Para i Taotao

Ω5- 1

Early Intervention Programs Children: Birth to 5 years

- Guam Public School System: Guam Nene Pediatric Evaluation and Developmental Services-University of Guam (PEDs) 735-2455
- Parent Agencies Networking (PAN) 649-1948
- University of Guam: Early Childhood Program and Special Education Program 735-2440

Ω5- 2

Education: Children -Young Adult (K-12th)

- Guam Public School System-Division of Special Education 475-0552
- State Council on Vocational Education (SCOVE) 475-9436/9322
- Guam Community College (Si'na Center) 734-4311
- UOG-University Affiliated Programs 735-2481

Ω5- 3

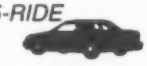
Employment Age
Adults (18 Yrs. - Senior Citizens)

- *AHRD 646-9336*
- *Dept of Labor 475-0101*
- *Dept of Administration 475-1228*
- *Client Assistance Program (CAP) 646-1948*
- *Catholic Social Services (CSS) 649-5717*
- *Department of Vocational Rehabilitation (DVR) 475-4646*
- *GoodWill Industries of Guam (GIG) 646-4885*
- *Asmuyao 477-1479*

Ω5- 4

Transportation

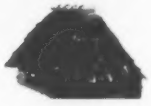
- *Interfaith Volunteer Caregivers Inc 477-2273 or 472-2944*
- *Guam Mass Transit Authority (GMTA) 475-4682/7433*
- *Setbisio Para I Manamko (SPIMA) 477-9015*
- *Goodwill Industries of Guam (Paratransit) 649-5727/475-RIDE*



Ω5- 5

Housing and Community Living

- *Guam Housing and Urban Renewal Authority (GHURA) 477-9851*
- *Guma' Mami , Inc. 477-1505/1757*
- *Dept. of Public Health (DSC) 475-0267*
- *Dept. of Mental Health 647-5400/9269*



Ω5- 6

Health Services

- Guam Memorial Hospital (GMH) 646-5801/6711
- Dept. of Public Health & Social Services 475-0269
- Dept. of Mental Health and Substance Abuse 647-5400/9269

Q5- 7

Advocacy and Legal Services

- Protection and Advocacy of the Marianas 472-8985
  - Protection and Advocacy for the Developmentally Disabled (PADD)
  - Protection and Advocacy for Individuals with Mental Illness (PAIMI)
  - Protection and Advocacy for Individual Rights (PAIR)

Q5- 8

Advocacy and Legal Services

- Public Defenders Services Corp. 475-3100
- Guam Legal Services Corp. 477-9811-3
- Governor's Commission on Persons with Disabilities 475-9353/4
- Developmental Disabilities Council 475-9127/8
- Guam System for Assistive Technology 735-2490-3
- University Affiliated Programs -UOG

Q5- 9

RESOURCES

TO OBTAIN FURTHER INFORMATION ON:

Developing Attitudes in Self Advocacy

Barrier Awareness Series
Rehabilitation Research Institute
The George Washington University
Washington, D.C. 20052

Attitudes and Disability: An Annoted Bibliography 1975-1981
by Elain Makas
Regional Rehabilitaion Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Employment and Self Advocacy

Handbook of Employment Rights of the Handicapped: Sections 503 and 504 of the Rehabilitation Act of 1973
President's Committee on Employment of the Handicapped
Washington, D.C. 20052

Independent Living and Issues of Self Advocacy

Access Travel: Airports: A Guide to Accessibility of Terminals
Airports Operators Council International, Inc.
1700 K Street, N.W.
Washington, D.C. 20006

The Assertiveness Program Curriculum
by Laura Crawford and Mary Hart-Furman
People First of Washington
P.O. Box 381
Tacoma, WA. 98401

How to Get Services by Being Assertive
by Charolotte Des Jardins
Coordinating Council for Handicapped Children
407 South Dearborn-Room 680
Chicago, Il 60605

Independent Living and Mentally Retarded Persons:
The Role of Independent Living Programs
by Carol Sigelman and Jerrry Parham
Issues in Indpendent Living Series
Independent Living Research Utilization Project
Houton, TX .

Obtaining Legal Information on Issues of Self Advocacy

Advocates Training Manual: For Protecting the Rights of the Developmentally Disabled
by Diane Perrevra, MS. W.
Protection and Advocacy System for Developmental Disabilities, Inc.
175 Fifthe Avenue
New York, N.Y. 10010

Law and Disabilites: A Selected Annotated Bibiliography of Articles in Legal Periodicals, 1876-1978
by Deborah J. Topp and Debra Cornelius
Regional Rehabilitation Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Organizing an Advocacy Group

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies by Charlotte Des Jardins,
Family Resource Center on Disabilities
20 E. Jackson Blvd. Room 900
Chicago, IL 60604
(312)939-3513
(800)952-4199

How to Start a Self Advocacy Group
by Anne Hutchins
Association for Retarded Citizens/Massachusetts
217 South Street
Waltham, MA 02154

People First: Evolution Toward Self Advocacy
by Dennis Heath, Valerie Schaaf, and Larry Talkington
Developmental Research Series, No. 43
People First
P.O. Box 381
Tacoma, WA. 98401

Planning Effective Advocacy Programs
by Frank Bowe and John Williams
The American Coalition of Citizens with Disabilities, Inc.
1200 15th St., NW
Washington, D.C. 20005

Personal Material on Self Advocacy

What We Value. What is Ours
Edited by Sally Puff
The Washington State Protection and Advocacy Agency for Persons with Developmental Disabilities
Seattle, WA. 98401

One in Eight: A Profile of Disabilities in Vermont
Vermont Center for Independent Living
174 Riber Street
Montpelier, VT 05602

Self-Advocacy Resource Materials Manual for Developmentally Disabled Persons by Barbara Raisen
ACCESS
Association for Retarded Citizens
Dade County, 8405 N.W.
66th Street, Suite 100
Miami, FL 33166

Conference Material on Self Advocacy

Tony Apollone and Thomas P. Cook
California Department fo Rehabilitaion
830 K Street Mall
Sacramento, CA 95814

People First of Washington and Self Advocacy Project
Rehabilitation on Research and Training Center
University of Oregon

REFERENCES

Consumer Council Orientation Meeting. (1995) AAUAP Consumer Council. ADD Project of National Significance UMKC Institute for Human Development, A University Affiliated Program.

Eddy, B.A. , Cohen, G.J. and Griggs, P. (1989). *How to Be An Effective Board Member: A Manual for Facilitators*. Missouri Planning Council for Developmental Disabilities.

Gobel, S. [Edited by Gobel, S. & Flynn, J.] *Not Another Board Meeting! guides to Building Inclusive Decision-Making Groups*. Oregon Developmental Disabilities Council, Salem, OR.

Hawaii's vision for Persons with Developmental Disabilities: Direct Care Providers Training Program. Hawaii University Affiliated Program, University of Hawaii, Manoa, Honolulu, Hawaii 96822

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies, (1993) Family Resource Center on Disabilities, Chicago, Il.

How to Get Services by Being ASSERTIVE, (1993) Family Resource Center on Disabilities, Chicago, Ill.

How to Get Services by Being Assertive, (1993) Family Resource Center on Disabilities, Chicago, Il.

How to Organize an Effective Parent/Advocacy Group and MOVE BUREAUCRACIES (1993). Family Resource Center on Disabilities, Chicago, Ill.

Keys to the Future: A Handbook for Parents of Children with Disabilities, (1990) Idaho State Council on Developmental Disabilities

Lowstuter, Clyde C. and Robertson, David P. *In Search of the Perfect Job*. (1992) McGraw-Hill, Inc. New York.

People First of Kansas City: Evaluation Activities and Self Advocacy Information (1980). North Kanasas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, Mo.

Self Advocacy is...People First. North Kanasas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, Mo.

The National Agenda for Achieving Better Results for Children and Youth with Disabilities (1994). U.S. Department of Education, Washington, D.C.